



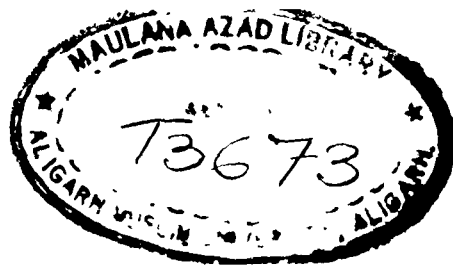
**A COMPARATIVE STUDY OF ORGANISATIONAL
CLIMATE, LEADERSHIP BEHAVIOUR AND
TEACHERS' MORALE IN MUNICIPAL
BOARD AND DISTRICT BOARD
SCHOOLS OF ALIGARH**

**THESIS SUBMITTED FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN
EDUCATION**

**BY
MEHTAB SINGH**

**DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY
ALIGARH (INDIA)**

1988



T3673

ACKNOWLEDGEMENT


It gives me great pleasure in acknowledging the help and facilities provided by Professor (Miss) Safia Sultana, Chairman, Department of Education, Aligarh Muslim University, Aligarh, during the completion of this study.

I am thankful to my sister, Km. Bhagwant Kaur, retired Basic Education Officer, Aligarh, and her staff, for their help in the collection of data from Municipal Board and District Board schools.

I am also thankful to my colleagues who gave valuable suggestions and cooperation.

Thanks are also due to Mr. Mashhood Alam Raz for typing the manuscript.

Aligarh


MEHTAB SINGH

CONTENTS

List of tables	...	...	iii
List of figures	...	...	vii
CHAPTER I	INTRODUCTION		1
	Organisations and their need		1
	Traditional and Emerging concept of Organisation		5
	Organisational climate		22
	Administrative leadership		27
	Teachers' morale		43
CHAPTER II	PURPOSE OF THE STUDY AND REVIEW OF RELATED RESEARCHES		55
	Importance of school climate		55
	Purpose of study		59
	Statement of problem		60
	Hypotheses ...		60
	Educational significance of the study		62
	Review of researches related to:		
	a) Organisational climate		65
	b) Teacher morale		84
	c) Leadership behaviour		90
CHAPTER III	DESIGN OF THE STUDY		98
	Plan and procedure of the study		98
	Sample of the study		98
	Tools used ...		100
	Description of OCDQ		100

	Description of Teachers' Morale Scale ...	111
	Description of LBDQ	139
	Statistical treatment of the data	147
CHAPTER IV	PRESENTATION AND ANALYSIS OF THE DATA	149
	Presentation and analysis of data from M.B. schools	149
	Presentation and analysis of data from D.B. schools	162
	Comparative presentation of data from M.B. and D.B. schools	172
CHAPTER V	SUMMARY AND CONCLUSIONS	182
BIBLIOGRAPHY	... ..	197
Appendices	... ..	209

LIST OF TABLES

Table 1.	Blockwise distribution of schools ...	99
2.	Prototypic profiles for six organisational climates ranked in respect to openness vs closedness. ...	110
3.	Frequencies of responses to different items in percentage on a three-point scale.	129
4.	Total scores of different qualities of principal effecting teacher morale on the basis of responses.	130
5.	Scaled median and quartiles deviation values of each item on teachers' morale scale.	131
6.	Rank of different items through percentage and scaled median and its scaled quartile deviation.	134
7.	Age of teachers in open and closed climate schools (M.B.schools).	143
8.	Qualifications of teachers in open and closed schools (M.B.schools).	144
9.	Size of the open and closed climate schools (D.B. schools).	144
10.	Age of the teachers in open and closed climate schools (D.B.schools)	145
11.	Qualifications of teachers in open and closed climate schools (D.B. schools).	145
12.	Description of M.B.schools according to their organisational climate	150

13.	Correlation among eight sub-tests as calculated in Appendix F.	151
14.	Significance of difference between means of female and male teachers' responses on eight sub-tests. (M.B.).	152
15.	Significance of difference between means of respondents of open and closed climate schools on the eight sub-tests(MB)...	153
16.	Significance of difference between means of female and male respondents of closed climate schools on eight sub-tests(MB)...	156
17.	Significance of difference between means of female respondents in open and closed climate schools on eight sub-tests (MB)	157
18.	Significance of age (Open vs closed) (MB).	158
19.	Significance of qualifications (Open vs closed)	159
20.	Significance of difference between initiating structure and consideration in M.B. open schools	160
21.	Significance of difference between initiating structure and considera- tion in M.B. closed schools.	160
22.	Significance of difference between M.B. open and closed climate schools on initiating structure, consideration and teacher morale. ...	161
23.	Description of schools with respect to their organisational climate(DB).	162
24.	Significance of difference between means of respondent of open and closed climate District Board schools on eight sub-tests.	163

25.	Significance of teaching experience in open and closed climate schools(DB).	166
26.	Significance of size of school in open and closed climate(DB).	167
27.	Significance of teachers age in open and closed climate schools(DB)	168
28.	Significance of teachers' qualifications in open and closed climate schools(DB).	169
29.	Significance of difference between district board's open and closed schools on initiating structure.	170
30.	Significance of difference between district board's open and closed schools on consideration.	170
31.	Significance of difference between district board's open and closed schools on teachers' morale.	171
32.	Significance of difference between initiating structure and consideration in D.B. open climate schools.	171
33.	Significance of difference between initiating structure and consideration in district board closed schools. ...	172
34.	Comparison of organisational climate in M.B. and D.B. schools.	173
35.	Significance of difference between means of D.B. and M.B. schools on eight sub-tests.	175
36.	Significance of difference between means of D.B. and M.B. open schools on eight sub-tests.	177
37.	Significance of difference between means of D.B. and M.B. closed climate schools on eight sub-tests	178

- | | | |
|-----|---|-----|
| 38. | Significance of difference between
M.B. and D.B. open schools on
initiating structure, consideration
and teacher morale. | 180 |
| 39. | Significance of difference between
M.B. and D.B. closed schools on
initiating structure, considera-
tion and teacher morale. | 181 |

LIST OF FIGURES

BAR DIAGRAM 1	Comparison of M.B. open and closed type of schools on each dimension.	154
PROFILE GRAPH 1	Comparison of M.B. open and closed climate schools in eight sub-tests.	155
BAR DIAGRAM 2	Comparison of D.B. open and closed schools on each dimension of organisational climate.	164
PROFILE GRAPH 2	Comparison of D.B. open and closed schools on eight sub-tests.	165
BAR DIAGRAM 3	Percentage of M.B. and D.B. schools on organisational climate.	174
BAR DIAGRAM 4	Comparison of M.B. and D.B. schools on each dimension of organisational climate.	176
PROFILE GRAPH 3	Comparison of D.B. and M.B. open and closed climate schools on eight sub-tests.	179

Chapter I

INTRODUCTION

Organisations and their need

"Our society is an organisational society. We are born in organisations and most of us spend much of our lives working for organisations. We spend much of our leisure time paying, playing and praying in organisations. Most of us will die in an organisation and when the time comes for burial, the largest organisation of all -- the State -- must grant official permission". (Etzioni, 1964).

The school administrator's interest in organisations is greater than that of well-informed citizen who is concerned about the impact of the growth of organisational life on the individual and on society. He devotes his professional life to the strategies and techniques of planning, coordinating and controlling the affairs of organisations. His professional environment is an organisation, and to a considerable extent, it is the setting in which he makes decisions, exercises leadership, and in general behaves as a school administrator. This is why school administrators are taking an increasingly great interest in the insights that behavioural scientists have been developing about organisations in recent years.

The purpose of an organisation is to provide the means by which the actors in the organisation may cooperate. An organisational structure is necessary when any group has a common task. An unorganised group is only a mass of people. It can neither determine its purpose nor accomplish its ultimate objectives. Therefore in order to survive, the group must organise. The organisation, no matter how simple, must provide for at least the following procedures for making decisions and taking action:

- (1) A procedure for selecting a leader or leaders.
- (2) A procedure for determining the roles to be played by each member of the group.
- (3) A procedure for determining the goal of the group.
- (4) A procedure for achieving the goals of the group.

Advocates of democratic procedures sometimes infer that organisation and administration are less necessary, in a democracy than in an authoritarian government. Jefferson states, "The least governed is the best governed". This statement some quoted as authority for that belief. Even Plato, who was not an advocate of democracy, contemplated in the Republic the idea of a simple communistic society without government. He rejected the idea, because he believed that man was naturally ambitious, acquisitive, competitive, and jealous. The researchers of social psychologists, anthropologists, political scientists, and authorities in business and educational administration do not reveal less necessity for

organisation and administration in democratic than in authoritarian government. Patterns and procedures of organisation and administration will differ, of course, but organisation and administration are equally necessary in all forms of human society (Morphet, 1974).

We may have formal and informal types of organisation. It is difficult to define a formal organisation in precise terms. March and Simon observed that "it is easier and probably more useful to give examples of formal organisations than to define them" (March and Simon, 1958). Thus a business firm and a public school system are examples of formal organisations, as contrasted with such face-to-face groups as work groups in a factory or office and groups of interacting influential persons in the community power structure, which are examples of informal organisations. One of the important distinctions between formal and informal organisations is that formal organizations usually have a longer life than the actors in the organisation, while the informal organisation usually has a shorter life than the actors in it. In a formal organisation such as a school system, the organisations will continue after the services of a particular group of teachers are terminated, but the informal organisation of a particular group of teachers ceases to exist when that group of teachers severs its connection with the school system. The formal organisation has long term purposes which must be continuously met, and the personnel of the organisation must be replenished

to do this. The informal group usually has a short-term purpose directed toward satisfying the personal needs of the actors in the informal organisation.

Present day views of organisations generally represent some kind of synthesis of these two concepts: the formal organisation and informal organisation. "In this century we have passed through two recognisable periods in which sharply differing ideas of what organisations are like and how they should be administered have emerged. It seems clear that we are now in a third stage; a distinguishing characteristic of the present era is that rather than being an outright rejection of all that preceded it, this era represents a blend or synthesis of important earlier understanding and new knowledge and understanding" (Owens, 1970).

The school is thus a complex organisation which has two specific characteristics : the formal structure of the organisation and the informal structure. The formal structure comprises a "fabric of roles". These roles are occupied by the individuals who behave in accordance with established prescriptions for their roles. In such an organisation, the structure of roles remains constant even though there will be personnel changes because of retirement, transfer or other causes. If a member of the organisation is replaced, the newly recruited member is expected to step into the vacated role and to carry out the same working relationships as his

predecessor. This constant structure of roles, of course, distinguishes the complex organisation from smaller and simpler groups in which the structure of roles may be less defined and not as well ordered. The fact that a school is a complex organisation in this sense renders some of its problems much like those of a military unit, an industrial organisation or a government agency.

The complex organisation has another characteristic which usually become obvious when we look at its organisation chart. Typically, the schools organisation chart specifies the formal roles that have been assigned to it. But the organization chart also describes the authority of one role over another and it delineates the boundaries of administrative units. However, the organisation chart is rarely used by a seasoned administrator as more than the mere essence of a description of the organisation, because there is an informal group structure in every formal organisation. The organisational chart describes the formal organisation but omits the informal organisation.

Traditional and Emerging Concept of Organisation

Theoretical aspect of organisational climate - It is increasingly emphasised that if educational administration is to be classified as a profession as contrasted with a vocation, it must have its roots in sound theory.

From their past experience, educators have learnt that the traditional methods of educational administration did not benefit them as much as they should have done. The traditional methods were very microscopic in their nature. Newer practices which bear greater promises are, therefore, needed to supplant the older ones. These practices have to be based on a microscopic view of the process of educational administration and have to take into account many more variables. One of the points of departure from these traditional practices which were based on Taylor's scientific management and Weber's bureaucratic organisation is the concept of Argyris which treats organisation as a personality. Derived from this concept is the idea of the organisational climate.

In 'organisational theory' we have the study of the structure and functioning of organisation and behaviour of groups and individuals within them. Importance of developing organisational theory lies in the fact that most people spend a considerable portion of their time in formal organisations and at the same time these organisations have to respond to the pressure impinging on them from the society they exist in, and change in different aspects of the society affects organizational operation. The importance of organisational theory also arises from the interest of those social scientists and psychologists who believe that the proper study of mankind is man outside the laboratory. Study of man in organisation can

offer possibilities of direct comparisons between individuals, without artificiality, because organisation is a system of functioning human beings, who are different from each others.

According to this belief, there has been the apparent shift of focus from theory of administration for organisation theory.

Getzels (1968) identified three major points of view in the study of these changes in Administration:

- (a) a managerial emphasis.
- (b) a human relations emphasis.
- (c) a social science emphasis.

Lane (1966) proposed to study these changes under three major heads:

- (a) Scientific management
- (b) Human relations
- (c) The system-process view

Pugh (1969) traced the main lines of development affecting the conceptualisation of subdisciplines under six headings:

- (a) Management theorists (from Fayal to Brown).
- (b) Structural theorists (Weber to Bureaus).
- (c) Group theorists (from Mayo and Kurt Lewin to Resiste Kert).
- (d) Individual theorists (Industrial Fatigue research Board to March and Simon).
- (e) Technology theorists (Taylor, Trest, Woodward).
- (f) Economic theorists (Marshall to Marx).

Owen describes three periods through which administration has passed (Owens, 1970):

- (1) Era of scientific management about 1910-1935.
- (2) The human relations era about 1935-1950.
- (3) The era of the behavioural approach about 1950 to the present.

Thus we can study these so-called theories of organisations under three major categories:

- (1) Era of scientific management or classic theory about 1910-1935.
- (2) Era of human relations or neo-classical theory about 1935-1950.
- (3) Era of behavioural approach. The modern theory 1950 to present.

(1) ERA OF SCIENTIFIC MANAGEMENT

Three men -- Taylor, Fayol and Weber -- were the giants who led the way in the early efforts to master the problems of managing modern organisations. There is no precise and universally agreed upon beginning or end point to the era. However, the period of 1910-1935 can generally be thought of as the era of scientific management. Thus what is now called the classical theory of administration emerged in the first quarter of the present century. The major theorist of the period was Fredrick W. Taylor, who adopted the more appropriate term, Scientific Management, for his approach to the problems of creating better organisations during a court battle in 1910 (Taylor, 1963).

Taylor was educated in American and European schools but

found himself idle during the economic depression of 1873 and therefore applied for training as a machinist. He secured a job in Philadelphia Steel Company and in 1884 was promoted to Chief Engineer for the plant. Taylor's subsequent preoccupation with efficiency was the result of years spent observing and analysing the actions of workers while handling materials and machines. The 'principles' which he later developed were almost entirely concerned with the function of men and machines and his famous work, 'The Principles of Management', dealt not so much with the management of men but rather with the efficiency of men.

According to Taylor excellence in management, resided in knowing exactly what you want men to do, and then seeing that they do it in the best and cheapest way. Taylorism, "the task system" or "scientific management" -- all of which are now referred to as classical theory -- was structured around two fundamental ideas: 'motivation', the explanation of why a person participate in an organisation, and 'organisation', specifically, techniques of dividing up specialised tasks and the various levels of authority. In the classical view, motivation is a fairly simple concept, essentially that of "economic man", that is people work for an organisation, and continue to work for it because they need money and they must earn enough money to meet basic psychological needs.

Organisation, according to classical theorist, must

emphasise the division of labour, breaking down the total job into its specialised steps and processes whereby each worker becomes highly skilled in his special task. The organisation is structured according to a plan that organises all the small specialised steps into a pattern, thus assuring that the total task of the organisation will be accomplished. In the classical view, not only is the detailed plan vital, but strong control and careful supervision at every step are essential to keep things coordinated. This aspects of organisation stressed by the classical theory have come to connote what is today known as "formal organisation".

Fayol was another contributor to the study of the educational administration. According to him, the elements of administration are planning, organisation, commanding, coordinating and controlling. From his point of view, management is neither an exclusive privilege nor a particular responsibility of the head or senior members of business. It is an activity, spread like all other activities, between head and members of the body corporate.

Gulick and Clerwick (1937) expanded Fayol's elements of POSDCORB (Planning, Organising, Staffing, Directing, Coordinating, Reporting, Budgeting). New Man (1950) used and revised these elements to Planning, Organising, Assembling sources, Directing and Controlling. Similarly Sears (1950) and other educators also made similar efforts. Gregg

(1957) gave seven elements (Decision making, Planning, Organising, Communicating, Influencing, Coordinating and Evaluating). According to Campbell (1958), functions of the administrator are Decision making, Programming, Stimulating, Coordinating and Appraising. Jenson et al. (1963) gave the functions (Deliberating, Decision making, Programming, Stimulating, Coordinating and Appraising). Numerous so-called principles of management were developed by authorities for managing the workers of an organisation. Basically all these theorists used man as a machine that could be made efficient through scientific study.

The influence of scientific management ideology in education is most noticeable today in the way some school administrators view their leadership role in the area of personnel administration. Too often the only goals envisioned for the school organisation are efficiency and economy. Such goals as the social welfare of teachers, organisational maintenance and responsibility for needed change are seldom manifest in the schools that are managed scientifically.

Concluding we can say that the classical theories viewed powers as emanating from sources out of the control of the group members, treated man as an important and unpredictable, believed that organisations could be rationally planned and administered and struggled with the man-machine problem and decided in favour of the later. Specialisation, division

of labour, span of control etc., were characterised as one-sided approach. The system came under violent attack at times and ultimately gave way to more humanistic views.

Pfiffner and Sherwood (1960) thus state: "This was a philosophy of human motivation which viewed labour as a commodity, each individual being his own agent operating within the laws of the market place. Under the single system of values, owners and managers did not view themselves as their brothers keeper and regarded themselves and their enterprises as insulated from the broad problems of human welfare."

(2) ERA OF HUMAN RELATIONS (Neo-Classic Theory)

As already mentioned above, numerous well-known authorities soon perceived that scientific management minimised the psychological and sociological aspects of personnel management and they raised some penetrating questions. For example Mary Parker Follett provided some fundamental insights into the human complexity of administration. This provided thrust for the popularity of the human relations movement.

According to this movement, the central problem of any enterprise is the building and maintaining of dynamic yet harmonious human relations which are at their best when differences are solved through comprehension and cooperation and when parties at interest evoke each others latest ideas based on the facts of the situation, come to see each others view-points

and to understand each other in a better way and integrate those view points to become united in the pursuit of this common goal. This change will not only benefit the workman but the organisation as a whole. The underlying principle is that where you have made your employees feel that they are in some sense partner in the business, they improve the quality of their work, not because of any golden rule, but because their interests are the same as yours.

According to Griffiths (1956), "Good human relations in administration are built upon a firm foundation of mutual respect, goodwill, and faith in the dignity and worth of human beings as individual personalities. It is further necessary for the administrator to develop skills in relating himself and others to social situations in which they are placed".

In the opinion of Davis (1962) "Human relations is the integration of people into a work situation that motivates them to work together productively, cooperatively and with economic, psychological and social satisfaction".

Gardner and Moore (1964) see human relations nothing more than another name for the application of the behavioural sciences to the study and understanding of management and organisation and human motivation within the business setting.

According to Owens 1970), "New concepts were now available to the administrator to use in approaching his work. Among them were (1) morale, (2) group dynamics, (3) dynamic supervision, and (4) personnel relations. The human relations movement emphasised the human and interpersonal factors for administering the affairs of the organisations. Supervisors in particular drew heavily on human relations concepts, placing stress on such notions as "democratic" procedures, "involvement", motivational techniques, and the sociometry of leadership."

Shepherds (1956) identifies five key differences between classical and neo-classical theories which are given below:

- (1) wide participation in decision-making rather than centralised decision-making,
- (2) the face to face groupisms rather than the individual as the basic unit of organisation,
- (3) mutual confidence rather than authority integrative force in organisation,
- (4) the supervisor as the agent for maintaining intra-group and inter-group communication rather than the agent of higher authority, and
- (5) growth of the members of the organisation to greater responsibility rather than external control of the members performance of their task.

Reothlisbergers and Dickson (1939) observed that an organisation may be seen as performing two major functions, that of producing a product and that of creating and distributing satisfaction among the individual members of the organisation.

By the end of 1930s, human relations had become the watchword of American Organisational Thought. But how does one encourage people to be "human" in their relationships, to recognise that the man is so much more important than the work, and still, somehow, get the work done? Moreover, the work must still be done well, directions must still be given, policies made and abided, personnel hired and fired. The answer of course was democratic administration.

"Democratic administration was particularly appealing to school administrators. Their discontent with the creed of scientific management principles was specially acute wherever they were confronted with the need to evaluate the efficiency of schools. In addition, school administrators were still required under the departmental regulations to have had teaching experience. The child learning, educational philosophy and educational psychology constituted important elements in the school administrators frame of reference. It was assumed that he must know about these things in order to appropriately direct the purposes and activities around which schools were organised. This certainly does not suggest that there were not a great many autocratic school administrators; but merely indicates that the great majority of school administrators, no matter what their leadership style, viewed the child as the primary and fundamental object of their responsibility. The majority of them were therefore sensitized to human values and became convinced that

democratic administration would provide solutions to the role conflicts apparent in the teacher-turned-administrator situation (Lane, 1966).

Democratic administration which was rooted in human relations concepts, has been a confusing idea to many school administrators and to many teachers as well. At times, administrators wishing to do the "right" thing (i.e., be the democratic administrators) would often attempt to decrease the visibility of their power in an honest desire to be democratic, not authoritarian. Yet the power was still there, though perhaps momentarily hidden, but it would appear and vanish unpradictably and rapidly. In many situations teachers felt that their positions were not democratic at all, but that they were being maneuvered into agreeing to decisions which generally had been arrived at previously. This feeling of being manipulated by a clever administrator who knew clearly where he was heading has probably contributed to the cynicism and suspicion among teachers that are commonly encountered in our schools.

To conclude, we can say that era of human relations has made valuable contributions to the study of organisation. In addition to the formal organisational variables, this era added the individual and the informal group variables as integral to the study of organisation. It also introduced the behavioural sciences to the study of Science. However, this

theory is also criticised because of its (1) short sighted prospective in studying the various aspects of human behaviour in isolation from each other, and (2) over emphasis on human and social factors.

The Era of Behavioural Approach - The Modern Theory

Present day views of organisations generally represents some kind of synthesis of two earlier held concepts. The formal organisation and the informal organisation. In this century we have passed through two recognisable periods in which divergent ideas of what organisations are like and how they should be administered have emerged. We are now in a third stage, the distinguishing characteristic of which is that rather than being an outright rejection of all that preceded it, this era represents a synthesis of important earlier understandings. The present era in which administrative theory is stressed is an outgrowth which incorporates features of the work of Taylor and Mayo plus many newer behavioural insights not available to either man. The goal of present administrative theory is the development of conceptual frameworks through which we may systemise and integrate our knowledge of the various types of administration.

Chester Barnard was the first who in 1938 advocated the need for a general theory of administrative relations. The central theme of Barnard's thinking remains that there is

always a need for a systematic conceptual scheme of administrative behaviour within a social science frame-work.

Barnard argued that organisation is a system of consciously coordinated activities or forces of two or more persons within which the executive has to work. He distinguished between the concept of effectiveness and efficiency, where he says that effectiveness refers to the accomplishment of the cooperative purpose, which is essentially non-personal in character and refers to the satisfaction of individual motives. He says that cooperation in an organisation depends on its effectiveness and its efficiency. Formal organisations are vitalised and conditioned by the informal organisations. If one fail, the other disintegrate. He summarises his basic formulation regarding organisations as follows:

"Organisation simple or complex, is always an impersonal system of coordinated human efforts; always there is purpose as the coordinating and unifying principle; always there is the indispensable ability to communicate, always the necessity for personal willingness, and for effectiveness and efficiency in maintaining the integrity of purpose and the continuity of contributions" (Barnard, 1938).

Barnard's thinking provides a heuristic frame-work for studying and understanding the most crucial aspects of administrative behaviour.

Simons (1945) said that the accepted principles of administration are "little more than ambiguous and contradictory proverbs". A different approach was needed which will shift the emphasis from the principles of administration to a study of the conditions under which competing principles are applicable. Simon argued that before a science could develop principles it must possess concepts. The first task of administrative theory must be to develop a set of concepts that will permit the description, in terms relevant to the theory of administrative situations. About the scientifically relevant description of an organisation, he says, "It is a description that so far as possible, designates for each person in the organisation what decisions that persons makes, and the influences to which he is subjected in making each of these decisions." Simon thus asserts that the most fruitful approach to understanding and improving administrative behaviour is through the "decisional" frame-work.

Bakke (1952) and Argyris(1957) also argue for the primacy of theory in administrative behaviours. Bakke (1959) says: "A social organisation is a continuing system of differentiated and coordinated human activities. Utilising, transforming and welding together a specific set of human, material, capital, ideational and natural resources in a unique problem solving whole engaged in satisfying particular human needs in interaction with other system of human activities and resources

in its environment."

Bakke Argyris's frame-work assumes that there is a fundamental and invisible incongruity between the needs of mature personality and the requirements of formal organisation. Argyris (1957) says "... if the organisation's goals are to be achieved, and knowing that both will always strive for self-actualisation, it follows that effective leadership behaviour is "fusing" the individual and the organisation in such a way that both simultaneously obtain optimum self-actualisation. The process of individual using the organisation to fulfil his needs and simultaneously the organisation "using" the individual to achieve its demands has been called by Bakke the fusion process".

Parsons (1951) speaks of the functional pre-requisites of social systems and suggests that these pre-requisites include (1) meeting the needs of individual, (2) control over disruptive behaviour, and (3) maintenance of cultural resources.

Getzels (1966) presented a model of social behaviour according to which (1) organisations are social systems, (2) each social system has two dimensions, nomothetic which defines the roles and expectations that fill the goals of systems, idiographic which constitute individual personality and need disposition, (3) both these dimensions are conditioned by the culture, its values and the environment, its resources

and limitations; (4) both these dimensions interact and the interaction gives rise to a third dimension, the informal group, its climate and norms, (5) all these three dimensions result in the behaviour observed in the social system.

One theory which perhaps cuts across all these concepts is the theory given by Halpin (1966). Halpin does not claim that he has given a theory, but he says that this is a paradigm which has four elements: (1) the task, (2) the formal organization, (3) the work group, and (4) the leader. He defines task as the purpose or mission of the organisation defined formally or informally by observers. Organisation according to him is a social group whose members are differentiated according to their responsibility. The variables which define a formal organisation are responsibility variables and formal interaction variables. Halpin defines leader as the person, formally charged with the responsibility for the organisation's accomplishment. Each leader is confronted with a set of duties. He is a subordinate of his super ordinate. Needless to say, Halpin's theory is an elastic theory which has incorporated in itself some of the ideas of Taylor, Weber, Foyal, Getzels, Simon etc.

The school represents a social system in which principal and teachers interact as organisational members. Social system concept provides for two types of systems: open and closed. "A closed system is independent of its environment

and, therefore, does not describe schools as organisations. However, a school may be described as an open system when it is characterised by an input-output relationship with its environment. Thus differentiating it from a closed system (Owen, 1970).

Thus we have a picture of an open social system, a school which exists in a larger environment which is social and physical and interacts with its environment as well. Environment includes the school's own sub-systems as well as its various supra-systems -- including the community. Modern organisation theorists believe that the only meaningful way to study an organisation is to study it firstly as a system and secondly with an interdisciplinary prospective. They treat organisation as a system of mutually interdependent as well as interdependent part. The organisational outcome may be regarded as a result of the interaction among its constituent parts. The social system theory and specially the social system model represents the theoretical framework from which one can derive a conceptualisation of the climate of a school.

Organisational Climate

As any teacher or school executive moves from one school to another he is inexorably struck by the differences he encounters in organisational climates. He voices his reaction

with such remarks as, "you do'nt have to be in a school very long before you feel the atmosphere of a place".(Halpin and Croft, 1963) .

The concept of the organisational climate of an educational institution is relatively new. Recognising that schools differ among themselves markedly and not merely in their architecture or in such obvious characteristics as the ethnic composition of their student populations - experienced principals are quick to sense, or to "feel", the individuality of a school. Sometimes this individuality is called the atmosphere of a school; other popular labels include the tone of the school, the school's climate, or the school personality.

The evidence that the atmosphere of one school differs from that of other comes from observations of the behaviour of people in schools. In one school, the teachers appear to be relaxed and at ease with each other. In another school, we find greater tension and the teachers show it in their faces, the manner of their speech and how they teach and supervise students. Some schools seem to be very noisy and often the teachers in these schools shout a great deal. In some schools the principal appears to emphasise his authority and status and in others the principal gives the impression of being much too busy to give much personal attention to any individual. Yet in many schools the principal seems to accommodate an appropriate, easy informality without undercutting

his important role in the scheme of things. These differences which characterise the psychological environment (which Argyris calls the "luring system" of organisations) are the domain of organisational climate.

The term climate, for a long time, has been used to describe the "feeling" or "atmosphere" of organisations. The term organisational climate has been given somewhat more precise meaning in recent years through the contributions of a number of researches. Chris Argyris is generally credited with the first attempt to describe systematically the factors which comprise organisational climate in a study of organisational relationship in a bank.

Argyris described that a person who conducts research on human behaviours in organisation is faced with the problem of mutually interacting variables. These variables were described as: (1) formal organisation variables, such as policies, practices and job descriptions including members of the organisation to behave as it desires in order that it may achieve its objectives, adopt to its external environment and maintain itself internally, (2) personality variables such as needs abilities, self concept and defences inducing participants to behave in such a way that they may express their personalities, (3) informal variables that have arisen out of the participants continuing struggle to adapt to the formal organisation so that the latter

achieves its objectives. All these variables are mixed and form a pattern in which each plays a functional role feeding back and upon others to maintain itself and the patterns. Argyris referred to this fourth level as a lurking complexity, and defined it as "the climate of the organisation".

Corey (1955) and Argyris (1958) explained organisational climate in terms of interaction among persons in the organisation, and they discussed the variables which they believed have an effect on this interaction. Here the influence of Herry Stack Sulliva's (1947) on Argyris is very clear when he says that organisational climate refers to the cathetic patterns giving identity to such group and interpersonal relations in a living organisation.

Miles (1965) has proposed a concept of organisational health as associated with the process of change. He suggests that we think of organisations as involving differing degrees of system health toward the change process. This is applying concepts of health in the organism to the social system. School leaders, according to this concept, have a responsibility for the induction of organisational health that is conducive to program development. Miles suggests that as a prelude to improving organisational health, we should give serious thought to an idealised system. He identified ten criteria for judging the health of an organisation.

According to Lansdole (1964), organisational climate might be designed as the global assessment of the interaction between the task-achievement dimension and the needs satisfaction dimension with the organisation or in other words, of the extent of the task-needs integration. According to him, task achievement dimension and need satisfaction dimension is synonymous with the term nomothetic (institution) and idiographic (individual) respectively.

The main emphasis of recent research supports the view that organisational behaviour, in a general way, can be seen as a function of a dynamic relationship between the needs of the individual person and the needs of the organisation as they are expressed by demands on the individual. The popular "Getzels-Guba Model", which describes the interconnection between the nomothetic, or organisational dimension, and the idiographic, or personal dimension, has proven to be a useful frame-work for expressing one way of viewing this concept. Chris Argyris who has an impressive background of research and practical experience in organisational facets of business, industry and government, has posited that the needs of the individual cannot be totally congruent with the demands of the organisation. Describing what he calls "compliance theory", Etzioni (1961) contends that the "fit" between the individual needs and organisational demands will depend to a considerable extent upon how the organisation attracts participants and keep them involved.

These representative efforts of Argyris, Getzels, and Etzerni provide us with generalities about the social environment of organisational life. They utilise structures such as role theory, social system theory, and compliance theory which are helpful for conceptualising the dynamic of organisational behaviour.

Sharma (1971) after analysing the various definitions given by different authorities, states, "organisation climate therefore, may be defined ultimately in terms of interaction that takes place between organisation members as they fulfil their prescribed roles while satisfying their individual needs." In other words, it is the resulting correlation within the school from the social interaction between the teachers and principal.

Thus we conclude that the organisational climate may be construed as the organisational 'personality' of a school and is the result of interaction between the group and the leader and within the group itself.

Administrative Leadership and Staff Morale

Leadership Defined

The word 'leadership' has a wide assortment of definitions or interpretations. It is used by some people to refer to

almost every type of administrative, executive or supervisory performance. Leadership is defined by some in terms of attributes of the individual. Still many other consider leadership to be an aspect of organisation or an interactional process by means of which the organisation defines for each member his scope for action in making decisions. Interactional process refers to interplay among persons. This relationship results in one person having for a time the major responsibility for the activities and the welfare of the group.

A popular concept of leaders, supported by years of research efforts is that leaders are people who are born with certain traits or characteristics that especially fit them for their leadership role. Studies by Hackman and Moon Jr. (1950) and by Myers (1954) showed that competent leaders in different situations possessed outstandingly different traits. Another outstanding study in this area was done by Stogdill (1959) who reviewed 124 studies of the characteristics of leaders. He grouped them under five headings:

- (1) Capacity, including intelligence, alertness, verbal facility and judgement,
- (2) Achievement, including scholarship, knowledge and athletics, accomplishments,
- (3) Responsibility including dependability, initiative, persistence, aggressiveness, self-confidence and desire to excell,

- (4) Participation, including activities, sociability, cooperation, adaptability and humour, and
- (5) Status including socio-economic position and popularity.

These traits appear to be held or exhibited by people who have been judged to be leaders more often than not. Most of the above traits with the exception of capacity, could be learnt or acquired. Most of these traits are not a part of one's original equipment when he is born.

However, the general belief is that intelligence, imagination, perseverance, and emotional stability are among the many personal traits which characterise the individual qualified to exercise leadership. This concept, of course, suggests that those who possess these traits must be sought out for their leadership potentials. According to this view, training can be very effective in improving the skills of such people.

Viewing leadership as an interactive process between members of a group, especially as interaction between the leader and the rest of the group, has fascinated a number of scholars who have done many sociological studies of leadership. For example, Hemphill (1949) found that how groups differ from each other can be described in terms of specific characteristics such as size, homogeneity, flexibility and stability. There were other "group dimensions" as Hemphill

called these characteristics, of which two that seemed to be most closely related with leadership in the group were viscidty and hedonic tone. Viscidity refers to the cohesion that group members feel, and hedonic tone refers to the feeling of satisfaction that individuals receive from being members of a group.

Psychological studies of leadership have tended to focus on personal traits associated with leadership, whereas sociological studies have focussed on aspects of the situation in which leadership is attempted (Bogardus, 1931-32). According to this view leadership is a phase of social process in which the most adaptable and useful members emerge as representing the values most desired by the group at the time. A leader is the centre of the social potential of the group. In achieving this position, he must share the values held by the group and use his knowledge, intelligence, vitality and adaptability to become the most active and acceptable member. In the final analysis, the effectiveness of a leader is to be measured only in terms of the performance of the groups that work under his supervision. The qualities, characteristics and skills required in a leader are determined to a large extent by the demand of the situation in which he is to function as a leader. Thus, a trait-situation conflict arose because some scholars were convinced that the key to understanding leadership lay in better research on the personality

traits of leaders and others were equally sure that the answer lay in better understanding of the interaction between leaders and followers. In recent years, this seemingly fruitless conflict has been superseded by a more general behavioural approach to understanding leadership.

Behavioural studies focus on observed behaviour, and, although they recognise that the people involved in leadership do possess personal traits and are functioning in a situation, these studies avoid making flat statements about casual relationships. Their emphasis is on observed behaviour in certain situations -- a behavioural approach to leadership. Researchers of such studies do not insist that the cause of behaviour be pinpointed, and they do not assume that the leadership behaviour observed in one situation will necessarily be found in another (Halpin, 1966). This behavioural approach is useful to the practical man of affairs, such as the school administrator, because it focusses attention on things that are happening rather than on finding the supposed causes of observed behaviour.

Thus from all the above view points of leadership, we can conclude leadership as "a process or act of influencing the movements of an organised group in its efforts towards goal setting and goal achievement (Jone, et al., 1969).

Styles of Leadership

Leadership, as we have concluded, is a force which activates the human resources within an organisation. There are various styles which have been utilised to achieve this purpose. Labels attached to the styles vary and include such terms as autocratic, democratic, manipulative, nomothetic, idiographic or anarchic. The styles are differentiated on the basis of who is involved in the formation of policies, or whether emphasis shall be placed on the institutional or personal dimensions of the social situation.

The autocratic style of leadership is characterised by the leader determining policy and dictating assigned tasks to members. Assignment of tasks is made without consultation with members. The leader is personal in his praise and criticism of individuals but remain aloof from the group. There are no group inspired decisions. The leader decrees what shall be done and others have no choice but to accept it.

The anarchic or laissez-fair style of leadership grants complete freedom to group or individual decision without leader participation or direction. In this type of situation a leader merely supplies materials, remaining apart from the group and participating only when asked. His comments on member activity are infrequent and he make no attempt to lend any of his talents to interfere with or participate in the course of events determined by others.

The democratic type of leadership is defined by the situation where all policies are derived from group action or decision, although the leader participates in their formulation. Members decide with whom they would like to work. The group, in fact, determines the division of the task to be accomplished. The leader is supposedly objective in his praise and criticism and participates in group activities as deemed appropriate.

The temper of the time makes democratic style most suitable for administrator especially in the field of education. It is felt that schools are part of democratic cultural matrix and should reflect this way of life. Teachers today feel that they have a right to participate in the determination of policies related to matters of particular concern to them. Teachers who have been provided such opportunities of participation are much more likely to be enthusiastic about their school system than others. To this extent democratic leadership can promote a higher degree of faculty morale. It is a means by which the creative talents of many teachers can be tapped and for that reason is called creative leadership, as well as democratic leadership.

According to Moore and Walter (1955), democratic leadership style does not come about by accident, nor it is the result of a policy of laissez-fair. There is a technique and structure of democratic school administration. It comes from inward

convictions and motivation held by those who operate in a democratic manner (National Conference of Professors, 1951).

- (1) The welfare of the group is assumed by the welfare of each individual.
- (2) Decisions reached through the cooperative use of intelligence are, in total, more valid than decisions made by individuals.
- (3) Every idea is entitled to a fair hearing.
- (4) Every person can make a unique and important contribution.
- (5) Growth comes within the growth rather than from without.
- (6) Democracy is a way of living.
- (7) Democratic methods are efficient methods.
- (8) Individuals are dependable.

These convictions result in action. This type of action stands in contrast to one-man-show type of procedures. Such outward signs of the convictions are (Ibid.):

- (1) The process of democratic leadership increases powers of individuals to adjust, to solve the problems, to gain satisfactory expressions, to maintain emotional poise, and to grow in attitudes and mature in behaviour.
- (2) The effectiveness of such leadership is measured by what happens to people.

- (3) Leadership grows out of the action of the group working on a problem and does not belong to any one individual as a privilege.
- (4) The most effective leadership comes from within the group and not from some outside source.
- (5) Such leadership develops and use for the common good the potentialities of each member of the group.
- (6) Democratic leadership shares the formulation of policies and decisions in so far as possible.

There are certain definite quotations and abilities which characterised the administrator who is essentially a leader. It is practical in the field of education to pursue these qualities in the training and the selection of administrator.

Again Ovard (1966) points out that effective leadership involves the basic approach or processes used by the leaders. Specific acts, related to specific circumstances, are part of a study of leadership. Some of these acts are planning, initiating, managing, delegating, coordinating, decision making, evaluating and communicating. The leader must decide when the group can best be used most effectively as compared to when he should make independent decisions. Since he will use the group frequently in the decision-making process, he should understand the process involved in group dynamics. Such an understanding should include a

knowledge of why group decisions are effective, the functions of the status leader, the sequence in group participation, and the reasons why group sometimes malfunction.

Thus we see that in the field of educational administration the democratic style of administration will be most suitable. Such a leader will understand people's desires and will be willing to use the groups in decision making. Such a leader will understand clearly the relationship between pattern of organisation, channel of communication and ways of getting the job done but whose behaviour at the same time reflects friendship, trust, respect and warmth of relationship between himself and rest of the group.

Dimensions of Leadership

A number of studies involving careful observation of leadership behaviour have been reported by various types of organisations: military, educational, business and others. These studies suggest that the things leader do -- the leadership behaviour they exhibit -- fall into two general categories called dimensions. Although no universally accepted labels for these two categories have yet appeared, the terms 'structure' and 'consideration' are widely used. These have been defined by Fleishman and Harris (1962) as:

Structure includes behaviour in which the supervisor organises and defines group activities and his relation to the group.

Thus, he defines the role he expects each member to assume, assign tasks, plans ahead, establishes ways of getting things done, and pushes for production.

Consideration includes behaviour indicating mutual trust, respect and a certain warmth and rapport between the supervisor and his group. This does not mean that this dimension reflects a superficial "pat-on-the-back", "first name calling" kind of human behaviour. This dimension appear to emphasise a deeper concern for group members' needs and includes such behaviour as allowing subordinates more participation in decision making and encouraging more two-way communication.

John, K. Hemphill (1957) had long been known for scholarly studies of leadership when he and Coons developed the Leadership Behaviour Description Questionnaire at Ohio State University. This instrument, which is often called LBDQ, consisted of a series of short descriptive statements concerning the behaviour of leaders. From their scholarly knowledge of leader behaviour, Hemphill and Coons were able to include in the LBDQ a wide range of behaviours employed by leaders.

The LBDQ has been the most widely used research instrument in the past two decades. The value of LBDQ was developed by Halpin in a number of studies. Halpin and Winner (1952) factor analysed the responses of 300 air crew members, reporting on the behaviour of their 52 aircraft commanders. Two

factors initiating structure and consideration accounted for approximately 34 and 50 per cent respectively of common variance. Halpin (1955) reported a comparative study of Aircraft Commanders and superintendents of Ohio schools in which the two types differed significantly in their leadership style and ideology. Both Halpin (1953) and Hamphill (1955) had previously reported that effective leaders were those who scored high on both dimensions. Halpin reported that school administrators showed more consideration and less initiating structure than the aircraft commanders. He accounted for this in part by pointing out the marked situational differences between the two positions and in part by remarking on the influence of the 'human relations' movement on school superintendents.

From the considerable data that have been assembled in numerous studies, it seems clear that initiating structure and considerations are dimensions that are essential to the behaviour of leaders. What proportion of the two dimensions will make the best "mix" for leadership cannot be ascertained, but leaders who are perceived as being effective tend to be high in both consideration and initiating structure. Superiors tend to see the behaviour of leaders differently than subordinates, For example boards of education may think the superintendent is high in consideration towards staff, but the staff does not always agree with this perception.

The dimensions of leadership behaviour being considered here is the observer's perception of the extent to which the leader exhibit the kinds of behaviours described in the LBDQ. The LBDQ provides an objective and reliable method of describing the leader's behaviour on these two dimensions. "Again, the leader behaviour dimensions of Initiating Structure and Consideration are not to be conceived as traits. They simply describe the behaviour of a leader as he operates in a given situation. Nothing in the research completed to date with the LBDQ contradicts this position (Halpin, 1966).

Morale Defined

According to Good's dictionary, morale refers to:

- (1) A courage, faith and personal integration maintained in the face of adversity.
- (2) Group solidarity maintained in the face of threatening forces.
- (3) General level or tone or the attitude of personnel of an institution.

Gould's dictionary (1965) refers that: In its most general usage morale denotes a favourable attitude on the part of a member or members of a group towards that group in particular towards its goal and leadership. The possibility remains that this may not always be a uni-dimensional attitude -- people may like the goals but dislike the leadership. The same people will have a different

degree of morale depending upon whether they are considered as members of one or another primary group, social organization etc.

The term was at one time used to refer to individual apart from their relation with groups and is still in popular use in this sense. An individual was said to have high morale if he was.

- (1) Well adjusted or
- (2) Confident in future or
- (3) Highly motivated.

Stonffer et al. (1949) distinguish between morale as an aspect of group behaviour and adjustment as a characteristic of individual, i.e., not in relation to any particular group membership. Although morale is a measure applied to an individual or member of individuals, it is not now used except in relation to some social group or organisation. The morale of small groups is sometime equated with the cohesiveness or friendliness of the group. This can be measured by the percentage of in group sociometric choices or some similar index (for an example Jenkins (1948) describes in details). Various attitudes of member may be used as measure of morale for example pride in group, or confidence in attaining group goal. There is as yet no agreed conceptual meaning, or connotation for the morale of small groups though a variety of operational indices have been

carried out which would determine the precise empirical functional relationship between the variables. In some cases, research suggest that the whole concept of morale leads to misleading over simplification, for example cohesive work group do have a higher out put if they are engaged in joint work, but they have a lower out put than other groups if their work presents interaction between them.

Fawcett (1964) states that morale is the term used to describe the extent to which an individual has actually identified his own personal hopes, desires and ambitions with the goal of organisation for which he works, high morale indicates the individual's willingness to stay with the organisation, to exert the maximum effort, to complete the work assigned to him, to develop skills, attitudes, and knowledge so that he can be of greater service to the organisation, and to study the problems of the organisation, accomplish its goals, low morale indicates the individual's reluctance, to stay with the organisation to exert minimum influence, to complete task assigned and to work for the improvement of the organisation.

Ovard (1966) points out: "In the school setting high morale is achieved when the administrators and teaching and non-teaching personnel desire to remain with the school over a period of years, put forth maximum efforts in the task assigned to them and are willing to work towards the

solution of problems within the school. Low morale is characterised by obstructive or non-contributing behaviour.

The American Association of School Administration (1955) refers: "Morale is a disposition on the part of person engaged in an enterprise to behave in ways which contribute to the purpose for which the enterprise exists. When this disposition is strong, morale is said to be high. It manifests itself in a tendency to subordinate personal consideration to the purpose of enterprise, to work as a member of a team for the accomplishment of common goals, and to derive satisfaction from achievement of organisation. Where the disposition towards the achievement of common purpose is weak, morale is said to be low."

Graff and Streel (1956) state that at an earlier time high morale was thought to be achieved in direct relationship to amount of physical and mental comforts the individual was receiving.

Morale is thus one to which various meanings have been applied. To some it means the zeal or enthusiasm with which an individual performs his work. Other insists that it is the willingness of a group to work towards a collective purpose. They conceive it to be a group phenomenon or the relation among individuals in a group which result in a willingness to work for a common goal.

Teacher's Morale

According to Good's Dictionary (1976) dictionary, teacher's morale refers to as:

- (1) The effective feeling and attitude of a teacher group as related to their duties, responsibilities, goals, supervisor and fellow workers.
- (2) State of mind of a teacher with respect to his work, may be influenced by such factors as salary adequacy, tenure conditions, sick leaves and pension benefit, degree of participation in policy-making and administration, opportunities for advancement, and the intelligence and constructiveness of supervision.

To develop high morale among the teaching staff there must be a strong positive feeling, action and belief of each individual that the problem at hand is the important problem to be solved. If an individual teacher is to have good morale he must have a feeling of belonging to, or a part of the total school organisation. The teachers need to feel that he is important and necessary for the functioning of the total programme.

Rover (1972) believes that good morale is a desirable by-product of successful supervision rather than a major aim or purpose. There are many things which are known to break down the morale of teachers. Such as inadequate salaries, lack of public regard, restriction of outside

activities, poor administrative leadership, salary squabble, poor living and teaching conditions, disciplinary problems, poor teaching ability, conflicts with other teachers, poor health and lack of inspirational purpose. There are many things which are known to build up the morale of teachers, such as better preparation, working on cooperative project, an adequate salary schedule, confidence in the worthwhileness of teaching, school and community friendship etc.

Bar et al. (1934) made a review of studies dealing with teacher's morale and the factors which favour or prevents its successful development. In the course of this review the authors state that supervision has a very important place, if not, the crucial place in developing morale. They conclude that supervision contributes to morale in the following ways:

- (1) Through manifesting faith and confidence in all their co-workers.
- (2) Through expertness in professional leadership displayed.
- (3) Through the willing and unselfish expenditure of time and energy in meeting problems and in rendering service.
- (4) Through maintaining a policy of cooperative attack and solution in all problems and tasks.
- (5) Through inviting the cooperation of given individuals and group.
- (6) Through giving full public credit for all contributions.
- (7) Through judging contributions suggestions and results achieved in term of the persons concerned and the condition involved, instead of by some arbitrary standard through objective data and standard however fragmentary instead of by personal or capricious standards.

- (8) Through leadership and administration which is kindly sympathetic and cooperative and at the same time firm, objective and impartial.
- (9) Through providing every opportunity and facility for the exercise of freedom, initiative and experimental attack upon problems and task.

According to Gauerke (1959), "A teacher's very professional existence depends upon high morale. A professionally active teacher believes that it is within the scope of responsibility of the principal to raise the level of group operation, to stimulate the attainments of ideas, to promote the unity and the solidarity of the teaching corps".

According to American Association of School Administration (1955), teacher's morale means many different things, to one it is the mental attitude of an employee that leads him to subordinate his personal desires when the good of the school seems to ask for it, to another, it is disposition on the part of school personnel to behave in ways that contributes to the progress for which the school exists.

Thus we see that the best school systems are those in which administrators, teachers and patrons are working together on their problems. The development of morale may start with the day the individual is employed. Teachers new to school system, experience a variety of problems, such as adjusting to the teaching assignment, getting acquainted with the community system and school, coming to know colleagues within the building and the systems as a whole. The principal

and existing staff must help such teachers to overcome these problems so as to build up their morale. The spirit of morale which is demanded in our times implies unified efforts in which compromises and even personal sacrifices are made because of the worth of the goal to which all members of the group are committed. School system where there is search for personal favour, internal dissention, external appeasement or strike for the protection of vested interests may have strong negative morale existing in small groups and individuals, but it is impossible to see how under such conditions, by act or precept these teachers can be a constructive force with children or communities.

According to Knezwich (1984), "work load, sick leave, provision for substitute teachers, salaries and retirement benefits have their effect on whole democratic school administration which attempts to release the abilities of teachers, develop a democratic spirit in supervision, and open lines of communication and conducive to the development of morale."

Building Staff Morale

When we talk about employee morale as it relates to personnel in a school system, we are describing two possible conditions. The first is one in which the morale is high among the teachers and other school employees, as shown in happy work situation where few criticism and dissatisfaction

are present. The second possibility is one in which morale is low among teachers and other school personnel, and is emamplified by an unhappy work atmosphere, criticism and dissatisfaction. The business and industrial world has been increasingly aware of the importance of building and attaining a high morale among its workers. Recognition of this has caused industry to spend million of rupees annually in an attempt to bring about better employee morale. In contrast to industry, however, we cannot estimate in rupees the damage that may be done in teaching profession if school personnel have poor attitude or are generally unhappy. Unfortunately we know very little about how staff morale is achieved.

Misner (1963) concluded that building of morale is not entirely confined to the things that the administrator does for the faculty. How the faculty perceives, what he does makes a big difference in how the group feels? "It seems abundantly clear that the principal is a key person in any attempt to formulate plans and procedures for attaining and keeping morale high in a school system. The principal of a school must himself have high morale, or he cannot develop it in his associates".

It is commonly accepted point of view in democratic process that morale develops proportionately to the part the group exercise in its own regulation and policy determination. The problem therefore is to find out ways and

means to utilise the staff to achieve the ends sought. Apparently the best approach to the problem is one of the general staff participation in policy making and planning. Generally when the participatory process have been employed, such specific findings as the following have been noted (Moore, 1955):

- (1) A greater personnel effort and attention on the part of employee.
- (2) A reduction in number of grievances and matter of dissatisfaction.
- (3) A greater readiness to accept change.
- (4) An improved quality of decisions made by those in responsible position.

Kelly (1947) has also indicated the importance of real sharing as a means of developing morale. The principal can do much to make the teachers feel that the school is a common enterprise by always sharing with them his work and getting their help and cooperation.

Burru (1960) discussing about high morale has added that: "The young teacher embarking upon a career in education is sometimes distressed to find low morale among her teacher associates. This level of morale is generally thought to be lower than among the members of other profession. It is believed that this is true in education because of the following reasons:

- (1) Generally unpleasant and unsatisfactory working conditions in many instance.
- (2) Low salaries and a minimum of fringe benefits.
- (3) Lack of permanent tenure and satisfactory retirement privileges.
- (4) Insufficient and poor quality equipment in many schools.
- (5) Many poor and over-crowded buildings and class rooms.
- (6) Lack of prestige of teachers generally.
- (7) Poor administration, leadership in many schools.

Morale is directly and closely related to efficiency. Educationists might learn a lesson in this regard. The principal should discover a number of working conditions and relationships which improve employee morale. Included are these, rather obvious one, mutual confidence between principal and teacher, trust in handling of promotions and greviances, by which morale is maintained highly.

The American Association of School Administration (1955) lists ten fundamental principles which may serve as a guide for an administrator in building high morale and maintaining it among the staff. These principles are listed below:

- (1) Have faith in the intrinsic importance of the work which they are doing and its contribution to the aim of organisation.
- (2) Have the right and opportunity to contribute their ideas to the improvement of the system as far as they are able and willing to do so.

- (3) Know what their responsibilities are. The channel of communication should be open at all times for questions and directions in regard to duties and responsibilities.
- (4) Have sufficient confidence in the integrity and loyalty of co-workers and superior officers to contribute to effective team work in the prosecution of the common task.
- (5) Feel that their best work will bring its just reward. Thus challenging them to give their best efforts to their daily task.
- (6) Be dealt with as human being eager to find opportunities for self realisation.
- (7) Be given the opportunity to grow and to achieve promotion by recognition of achievement.
- (8) Be consulted before decisions are made which effect the conditions under which they work.
- (9) Be given assignment to work in which they have an opportunity to succeed.
- (10) Be concious of professional leadership which help them in meeting new problems dealing with individual, children, or with community situation.

By going through these principles, we come to know that professional attitudes of teacher will be good if an administrator will follow the above principles in dealing with the staff especially when instructional problems are concerned. In this way teachers not only like to participate in policy making but also like to help in the planning process. Staff morale is usually improved if job function is clearly defined and they have job satisfaction to meet them.

Factors Influencing Staff Morale

Morale has been defined and discussed in previous pages. Attempts have been made by different authors to locate the factors which influence teacher morale in a school system. Some of the findings of these authors are being reproduced below:

Davies and Herrold (1955) suggested following factors for boosting teacher morale:

- (1) Strive to develop a climate of faith and confidence in one another.
- (2) Authoritarian administration is consistent with current concept of democratic administration.
- (3) Encourage people to express their personal desires and special interest, which are so frequently buried and unexpressed, with complete honesty and without fear of reprisals. This help to evoke the maximum contribution from each staff member.
- (4) Learn and apply the processes of group problems solving.
- (5) Encourage the group to join in the formulation of its own goal.
- (6) Try to set up goals that are realistic.
- (7) Be sure that recognition and praise for work done is shared by all those who desire it.

According to Moore and Walter (1955) such factors as the following are very closely related to morale and achievement:

- (1) A feeling on the part of each person that his contribution is accorded merit by the group.

- (2) A feeling that the organisation to which he belongs is making a worthy contribution to the welfare of society.
- (3) A feeling that he is becoming increasingly competent.
- (4) A feeling that all the members of group are being fairly treated.
- (5) Assurance that the channel of communication are free and open and will be used in reaching decisions.
- (6) A feeling on the part of each person that he is participating in all aspects of job.
- (7) A clear understanding on the part of each individual of his duties and responsibilities in relation to the total work of the group.
- (8) Assurance that the condition necessary to economic, personal and academic security are being provided so far as conditions permit.
- (9) A feeling that the administrator shares the responsibility for the educational programme with the group.
- (10) A feeling that the administrator considers himself one of the group rather than apart from the group.

White (1925) studied the following methods of stimulating morale applicable to school:

- (1) Systematic recognition.
- (2) Better organisation and procedure of management.
- (3) Greater opportunity.
- (4) Survey of physical conditions.
- (5) Survey of readjustment of salaries.
- (6) Adequate and fair discipline.
- (7) Desirable social life.
- (8) Leadership by those in position of authority.

Hocking (1941) in his very interesting analysis of morale states that morale is enhanced by the following factors:

- (1) Proper time in which to accomplish work.
- (2) Good physical conditions.
- (3) Confidence in one's skill and ability.
- (4) Respect and cooperation from the community.
- (5) Elimination of friction.
- (6) Appeals to the imagination and ambition.

Dorsey (1930) in his studies suggests that morale will be improved if the following conditions are favourable for teachers:

- (1) Teachers' load assignments are fair.
- (2) There are good physical surroundings.
- (3) There is some supervision for all.
- (4) Proper salary, tenure and retirement provisions.
- (5) Sick leave.
- (6) Full credit given for all participation and contribution.

Barry (1956) studied morale of school administrators, and found the following factors to be related to their high morale:

- (1) Recognition for idea in community.
- (2) Cooperative relationship with school board.
- (3) Cooperative relationship among administrators within the district.
- (4) Responsibility and power in community.
- (5) Participation with material factors.

Redefer (1959) gave the following among the positive morale factors that seem to creat job satisfaction:

- (1) A belief that the board is interested in improving the educational programme.
- (2) The relationship of the central administration and principal does not interfere with the educational improvement of the faculty.
- (3) Requests for transfer are handled in a satisfactory manner.
- (4) Immediate supervisors do what they can to make working conditions satisfactory.
- (5) Superiors are competent in their jobs.
- (6) Teacher committee work operates well.
- (7) Supervisors and principals make resonable allowances for each teacher's personal limitations and problems.
- (8) The parents appreciate the work teachers are doing and the parents do not interfere with the work of the teachers.

Going through the views of different authors about the factors which affect teacher morale as mentioned above, we conclude (as pointed out by Ovard, 1966) that there are two main categories of factors that affect the morale of the staff -- material factor and human factor. Both are important and each has a place. More emphasis for improvement has been given to the material factors, yet the human factors are probably more significant in a long time range programme of morale improvement.

Chapter II

PURPOSE OF THE STUDY AND REVIEW OF RELATED RESEARCHES

Importance of the School Climate

The educational institutions are an important asset of the nation. The existence as well as the progress of the nation, to a great extent, depend on them. The advancement and achievement of a nation may be judged from the standard of the educational institution of the country. Poor standards of educational institutions may be among the other factors due to ineffective educational administration, strained relations in teachers and indiscipline among students. They not only undermine and block the progress of the nation but also endanger its existence if allowed to continue for long period.

Education in India, under the impact of the rapid and far reaching social economic and technological changes is trying quickly to adjust itself to the new requirements. Recent educational thinking and planning is a proof positive of the keen desire to equip ourselves to meet tomorrow's problem. However, these attempts to update education to

individual and social needs of the present and future have not been comprehensive enough. Of the several issues staring us in the face, a significant one is the proper appreciation of the organisational and technical complexities, such as intensification of human relations, reconciliation of conflicting group interests and neutralisation of the pressures of a difficult environment in which today's administrator has to function. We have yet to realise that school management and administration is a career in itself, based on an understanding of human motivations and securing human responses and human satisfactions. The modern educational administrator cannot win the war if he fights his battles with old implements and tools. He has to evolve a new administrative philosophy to attain a constantly higher and higher educational production, both qualitative and quantitative.

In recent years we have noticed a high degree of unrest and discontent not only among students but also among teachers of various educational institutions. Students discontent and unrest is expressed in the form of violent behaviour whereas the dissatisfaction among the teachers is expressed in the form of strained relations. The social scientists have been confronted with the problem of discovering the factors responsible for the ineffectiveness of educational administration, increasing strained relations of teachers

and growing violent behaviour of students.

Most of the researches conducted at the school level relates to the measurement of intellectual characteristics of students like aptitude, intelligence, interest, etc. The reason being that the students as subjects are within easy reach of the researcher and various educational and psychological measures are easily available for administration on them. Very few studies have been conducted to study the school learning environment more particularly in the area of interpersonal functional styles and relationships. The success of the school as an organisation engaged in the task of producing a nobler individual and a richer society, very much depends upon the purposing and coordinating of the efforts of human beings -- teachers, parents and students -- possessing diverse temperaments, abilities, attitudes, interests, needs and purposes. Realisation of the goals of education is closely and positively related to school organisation. Several things can make or mar the efficiency of a school but three of them appear to be most contributory. These are the leadership, behaviour, organisational climate of the school and teachers' morale.

The present attempt to deal with new topic is motivated by a variety of beliefs and events. First the topic is important for future research. In general the concept of climate ranges from the psychologists' idea of external

stimulii or treatment to the anthropologists' idea of culture. It is the weakness of educational research to assess the impact of only a small segment of the learning environment for example a particular class size or teaching method. The result of such efforts are usually inconclusive or insignificant. For the more productive researches it is necessary that there should be broader view of environment as a network of interaction, as a complex social system or as a miniature culture in the case of schools.

Second, in recent years a group of behavioural scientists - sociologists, social psychologists-clinicians, and psychiatrists -- has become active in studying secondary education, supplementing and enriching the new concepts, the past and continuing activities of educational tester and evaluators.

Third, many specific studies primarily focusing on characteristics or change in school students can be viewed as contributing some understanding of the school environment.

Fourth, descriptive studies, conceptual schemes and research dealing with the characteristics and operations of organisations appeared with some frequency and afforded suggestions for studies of school organisation and environment.

All these considerations motivated the investigator to undertake the present study.

Purpose of the Study

The present investigation is aimed at studying the organisational climate of Municipal Board and District Board schools and their relationships with administrative leadership of the principal and teachers' morale. As said earlier, organisational climate determines the health and personality of a school, such as functioning of different human organisms and their inter-relationships determines an individual's personality. The main idea in examining organisational climate of the schools was to find out as to how schools included in the study differ from one another on different aspects which constitutes organisational climate. A scientific understanding of the types of organisational climate and their relationship with the principal's leadership and teacher's morale, was thought by the investigator very important for the smooth functioning of an institution.

The specific objectives of the study are to find an answer to the following:

- (1) Do the schools differ among themselves with regard to their organisational climate?
- (2) Do the Municipal Board and District Board schools differ among themselves with regards to their organisational climate?
- (3) What are the characteristic behaviours of principals and teachers in schools of differing climate?
- (4) Are teacher experience his age and faculty size related to organisational climate and if so to which of the dimensions?

- (5) Is there any relationship amongst organisational climate, teacher's morale and leadership behaviour?

In general, as outlined above, the purpose of the study involved a comparative study of the organisational climate in Municipal Board and District Board schools and its relationship with leader's behaviour and teacher's morale. The investigator thinks that the organisational climate must be highly related to teachers' morale and leadership behaviour. Open organisational climate for instance would result in greater degree of teachers satisfaction and thus a high morale and vice-versa.

Statement of the Problem

Keeping in view the purpose of the study as stated above, the problem selected reads as follows:

"A comparative study of Organisational Climate, leadership behaviour and teachers' morale in Municipal Board and District Board schools".

Hypotheses

The above investigation is to be carried in order to test the following hypotheses:

- (1) There is no difference between the Municipal Board and District Board schools with regard to their organisational climate.

- (2) Teacher behaviour in all the schools are the same and so are principal's behaviour with no difference on any component of the organisational climate.
- (3) There is no statistically significant difference in the mean scores of different schools on any dimension of organizational climate on the basis of:
 - a) Teachers' age,
 - b) Teacher's teaching experience,
 - c) Teacher's qualification, and
 - d) Faculty size.
- (4) There is no significant relationship between organisational climate and principal's behaviour of Municipal Board and District Board schools.
- (5) There is no significant difference in the Municipal Board and District Board schools on relationship between organisational climate and teacher's morale.

Some of the variables hypothesised to be correlates of organisational climate have been investigated by the past researchers, but the results of their studies have often been inconclusive and, in some cases, been contradictory (as is evident from following pages regarding review of related researches). These studies have been made either on population differing in characteristics from the population included in the present study or the methodology adopted has been different. The present study, therefore, is a worthwhile attempt.

Educational Significance of the Study

The total output in the school, may it be personality development of the pupils or their social growth or for that matter academic performance, is affected largely by the general atmosphere that exists in the school. It is true that teacher's qualification, their attitudes, satisfaction in the job, courses of study, methods of teaching and physical facilities, too contribute in no small measures to pupil growth, but all these can be put to maximum advantage of the pupils only when there are conducive conditions. In a school where there is always conflicts among teachers themselves and between teachers and principal, an absence of belongingness, lack of rapport and working relationships among faculty members, principal's aloofness and indifferent attitude towards his subordinates, all the world's equipments and teaching aids would prove ineffective and unhelpful.

The present study investigates some important variables of school organisational climate. If the correlates of climates can be isolated and their contribution in building appropriate climate determined, it can surely go a long way in creating such conditions as would improve the organisational climate to a great extent which would, in turn, bring about an all-round progress in the school. But we should be very cautious in interpreting the assessment of organisational

climate. As pointed out by Halpin, we do not improve the organisational climate of a school by saying to the principal, "Look, the test shows that you are low on 'thrust'. Now you have got to get on the ball and exhibit more thrust." "Organisational climate data can be extremely useful in a practical way if, first, it is not construed to be a test or a criterion measure in the judgement or evaluative sense and, second, if it is proffered to the school faculty as feedback for their analysis, evaluation and discussion"(Owen, 1970).

There is no denying the fact that studies of organisational climate are quite few in our country. The present investigation is its share to the understanding of this important factor. It would be a tall claim to say that it would discover something which would revolutionalise the concept already held in the field but what is intended is to probe the problem a little more deeply. The findings of the study will be useful in many ways:

- (1) It will tell the type of organisational climate in our Municipal Board and District Board schools and how far it is democratic and conducive to producing a high class educational product. Suggestions can then be given for improving the existing conditions.
- (2) A study of leadership behaviour will disclose as to which type of leadership style is appropriate to improve the organisational climate of Indian schools.

Such a knowledge would be more useful for the principals to improve the tone of the school as a whole. They can eliminate such baneful effects from the school environment which are found by the study to be related to closed pattern of climate. They can further more bring about improvement in their own leadership behaviour, at least they will know better about how faculty members perceive their behaviour and whether such behaviour are conducive for smooth and proper running of the school or not.

- (3) A knowledge of teacher's morale and its relationship with leadership behaviour and organisational climate can make us understand the state of the minds of teachers under different school climates and leadership styles. Ways and means can then be suggested to improve teachers' morale and thereby upgrading the educational products.

Thus the present study is sought to be instrumental in equipping teachers, principals and administrators with such information and insight without which it may be difficult for them to improve the tone of the school and thus to run it smoothly and efficiently.

Related Researches Review

It is necessary to review some of the past researches in connection with the present study so that steps could be taken to safeguard against the weaknesses in the past

investigations and take advantages of what has already been researched in the area. Those studies which have special bearing on the present study will be reviewed at some length. The findings may be utilised, wherever necessary, for interpretation of the result of the present study. A summary of these studies is given below:

Researches Related to Organisational Climate

1. The nature of a school's organisational climate and the degree of its faculty's spirit was determined through the work of Helpin.

Helpin, through factor analysis, derived six profiles or prototypic organisational climates for the elementary school. These profiles, moreover, arranged themselves along a continuum from open to closed prototypic climates. Three parameters were also discovered in describing the social interaction between the elementary principal and his faculty.

The acceptable reliability of the OCQD was again demonstrated by Anderson who in a test-retest Pearsonian r correlates, as well as an odd-even respondent Pearsonian r with a Minnesota sample obtained the reliability coefficients shown in the following table;

Anderson's Reliability Co-efficients

	<u>Test-Retest Pearsonian</u>	<u>Pearsonian Correlation of Odd-Even Respondents</u>
Disengagement	+ .567	+ .541
Hindrance	+ .458	+ .791
Esprit	+ .805	+ .685
Intimacy	+ .653	+ .668
Aloofness	+ .196	+ .708
Production emphasis	+ .787	+ .692
Thrust	+ .507	+ .763
Consideration	+ .805	+ .556

The Principal's Data Sheet (PDS) was designed to obtain the frequency of various types of oral and written communications between a principal and his faculty.

Result: Even with low level of overt behaviour herein that is the frequency of oral and written behaviour either by the principal or his faculty, no significant differences were obtained. If overt behaviour, either by the principal or his faculty were largely communicative behaviour and this in turn were related to organisational morale or climate, there was nothing in this educational setting of the elementary school with this sample to support such a generalisation. In organisational conflict theory, some held that "People ought to communicate more" when conflict arose and thus human relations and human morale would espofacto improve.

2. Another study undertaken by Bayti Jamuna Lal was to find out the pattern of organisational climate in urban and rural schools in Rajasthan. The Hindi version of Halpin and Croft Organisational Climate Description Questionnaire (OCQD) was administered to one hundred heads and one hundred teachers. Findings show that organisational climate is significantly related to the efficiency of a school. In other words, schools which achieve better should have a good organisational climate.

Result: On the whole members of the staff belonging to rural schools are superior with regard to Esprit, Intimacy, Aloofness, Thrust and Hinderance to these of urban ones. This may be due to the effect on urban teachers of western thought and culture which is based on a materialistic outlook towards life. On the other hand members of the staff engaged in urban schools are superior to the rural counterparts with regard to 'Disengagement', 'Production emphasis' and 'Consideration'.

3. Gentry and Kenney (1965) conducted a comparative study of the organisational climate of Negro and White elementary schools. They found that the Negro faculties tend to view their schools as falling on the closed climate continuum (Paternalistic or closed), while White teachers see their schools as having a bipolar distribution of the climate (open and paternalistic). It is apparent from the conclusion drawn by

the researchers that Negro faculties see the faculty group as having a rather low morale and as being highly disengaged from their tasks. At the same time they view the principal as emphasising production, with modest consideration for the faculty. On the other hand, white faculties tend to have a higher morale within the faculty group and to view the principal as hard working and considerate. Leadership in Negro faculties is apparently centred in the principal, while in White faculties it arises from the faculty group and the principal.

4. Smith (1966) conducted a study to answer the questions what relationship, if any, exists between the OCDQ developed by Halpin and Croft and external characteristics of schools. As a result of the study the researcher found that the concept of organisational climate as identified by the OCDQ was found to be empirically sound and viable. This study leads to the conclusion that the OCDQ was externally consistent as well as internally also, which adds further support to the OCDQ as an instrument useful in identifying to **organisational climate and maybe considered as an empirical evidence supporting the conceptual and theoretical structure of the OCDQ.**

5. Bushinger (1966) found that as the organisational climate of school increased in proximity to the closed climate, the

drop-out rate had increased. Average staff age, experience and size decreased as the organisational climate of a school increased in proximity to open climate.

6. Creaser (1966) found that school size was related to organisational climate; the larger the school the less open it tended.

7. Halpin (1966) conducted study related to validity of OCDQ which comprised of some sub-studies. As a result of these studies he concluded that the OCDQ is as valid for other kinds of schools as it is for elementary schools. The OCDQ in its relationships with the characteristics of school staff, demonstrated a large number of relationships which were consistent with theory, some which were equivocal and none which were inescapably inconsistent. Furthermore, he concluded that the sub-tests of the Organisational Climate Description Questionnaire provide reasonably valid measures of important aspects of the school principal leadership, in the perspective of interaction with his staff.

8. Sargent's (1967) research investigated that the teachers of schools having open climate rated high on teachers' satisfaction as well as school effectiveness as compared to those of schools having closed climate. He found that there is a significant rank order correlation between school

openness and teacher argument on the extent of this openness. There was no significant relationship between faculty size and school climate.

9. Sharma (1968) carried out a comparative investigation of the organisational climates of government and private secondary schools in Rajasthan, India. He reported the following findings:

- (a) Staff members of a larger number of girls' secondary school perceived the climate of their schools as controlled, as compared with boys' secondary schools.
- (b) The dimension 'Disengagement' was found to be high in the boys secondary schools as compared with the girls schools. Difference on the remaining dimensions associated with group behaviour was found to be not significant.
- (c) The intensity of thrust was found to be significantly high in girls secondary schools as compared with the boys' schools. The mean differences of girls' secondary schools on the rest of the three dimensions associated with leaders behaviour were found to be not significant.
- (d) Schools having 'open' and 'autonomous' climates were found to have a significantly high achievement index as compared with 'closed' climate schools. Therefore, it may be concluded that the 'open' and 'autonomous' climates enhance high achievement by the students while the closed climate affects the achievement index adversely.

10. Sharma, M.L., Pilloo Buch and Kamala Rai (1969) made a study to find out the organisational climate of different secondary schools of Rajasthan and Gujrat. They found that schools of these two samples do not differ as far as climate type distribution is concerned. Where the groups were contrasted with each other, open climate schools of Gujrat were found to be lacking in leadership initiation and falling in authenticity on the part of leader as compared to those of the other group, which resulted in low satisfaction affecting morale of the staff badly. In the group of controlled climate schools, headmasters of schools of Rajasthan were found to have high 'Production Emphasis' as compared to those of the other group. But in Paternal Climate type, the headmasters of schools of Gujrat were found to take more initiative in leadership acts to motivate the group members. The latitude within which the group members as well as leader can initiate leadership acts was found to be wider in case of Gujrat schools, as compared to those of Rajasthan. In short, both the groups did not differ from each other significantly. Both the groups viewed their schools as having bipolar distribution on the climate continuum closed to open. Closed climate was occurring frequently which was being followed by open and then by controlled in both the groups.

11. Helsel, A. Ray, Herbert, A., Aurbach and Donland J. Willower (1969) found that teacher's perception, of organisational climate were hypothesised to be related to their

expectations that successful change would occur in their schools. Successful change was defined as the extent to which the probability of desirable change exceeds that of undesirable change.

Correlations were computed between perceived climate and eight sub-divisions of climate on the one hand, and expectations for successful change on the other. Significant relationships were found for dimensions of climate that dealt with principal-teacher relations but not for those that dealt with teacher-teacher relations.

The predictions were only partially confirmed. The major hypothesis which postulated a positive relationship between teacher's perception of climate openness and expectations of successful change was not supported. Nor were hypotheses supported which related perceptions of the Disengagement, Esprit, Intimacy and Production Emphasis dimensions of organisational climate of expectations of successful change.

It is interesting that the hypotheses that were supported were those that related perceptions of principal behaviours (aloofness, thrust and consideration) to possible effect of his behaviour (Hinderance) to expectations of successful change.

12. Helwing, Carl (1971) made a study of Organisational Climate and frequency of Principal-Teacher Communication in

selected Ohio elementary schools. Findings are as follows:

- (a) Out of 37 schools, the sample yielded six open, five autonomous, three controlled, no familiar, five parental and 18 closed schools.
- (b) The basic assumption that participants in conflict should 'communicate more' was not upheld.

13. Thomas W. Wiggins (1972) made a comparative investigation of Principal Behaviour and School Climate. The findings indicate the presence of a compelling school climate stability which has the effect of socialising the principal's behaviour. (A significant relationship was revealed between the principal's interpersonal orientation and the school climate).

14. Fredrick, B. Charles and John (1975) found no significant differences on the four dependent variables of language arts achievement on the basis of climate or sex.

15. Pillai, T.K. (1974) made a study of organisational climate, teacher morale and school quality. The major findings of the study were as follows:

- (i) Performance of pupils was significantly better in open and autonomous climate schools than in schools of other climate type.
- (ii) Performance of pupils in high morale school was superior to that of the average morale school which in turn was better than the low morale schools.
- (iii) the ability of the school to introduce innovation in educational practices was higher in high morale schools than the average or low morale schools.

- (iv) higher the faculty morale, quicker and better was the school introducing newer practices;
- (v) both climate and morale was positively and highly related to both criteria, namely, pupil performance and innovative ability of the schools.
- (vi) esprit, thrust, disengagement and hinderance were found to significantly influence the level of performance of pupils in schools;
- (vii) curricular issues, school facilities and services, community support of education, rapport among teachers, teachers salary, satisfaction with teaching, teachers rapport with principal, teachers load etc. were found to contribute to pupils performance in schools;
- (viii) the innovative ability of the school was significantly related to esprit, thrust and disengagement;
- (ix) the four morale dimensions, namely school facilities and services, curricular issues, teacher salary and community pressures were found to influence the innovative ability of the schools; and
- (x) there was a high correlation between climate and morale.

16. Sharma, M.L. (1974) made an investigation into organisational climate of secondary schools of Rajasthan. With respect to the principal's behaviour significant positive correlations were found between (i) faculty age and disengagement, (ii) faculty size and disengagement, (iii) teacher satisfaction and school climate, (iv) headmaster effectiveness and school climate, (v) leadership behaviour of the principal and school climate, (vi) esprit, controls and humanised thrust, (vii) school academic achievement index and humanised thrust and (viii) school climate and teacher satisfaction, headmaster effectiveness and school effectiveness.

17. Shelat, N.A. (1975) made a study of Organisational Climate, Teacher Morale and Pupil Motivation Towards Institutions in Secondary Schools of Baroda District. Major findings of the study were:

(i) The organisational climate in rural schools was autonomous and paternal, whereas in urban schools, closed and open types were predominant;

(ii) greater percentage of small size schools has open and autonomous climate as against greater percentage of large size schools having controlled and familiar climate;

(iii) most of the high achievement schools had closed climate and low achievement schools had open climate;

(iv) schools having closed climate had low teacher morale, whereas school of open climate had high teacher morale;

(v) open and autonomous climate contributed to boys' academic achievement, whereas controlled and familiar climate contributed to girls academic achievement, and paternal climate contributed to the academic achievement of both boys and girls;

(vi) no relationship existed between the age of the teachers and school climate; and

(vii) leadership behaviour did not influence pupils' academic achievement.

18. Franklin, I. (1975) made a study of Organisational Climate and Teacher Morale in colleges of Education in Gujrat. Some of the

major findings of the study were:

- (i) The openness of climate in contrast to closeness of the climate did not lead to 'high' or 'low' effectiveness of the teacher education programme.
- (ii) The teacher's rapport with the principal and the teacher educators, the teacher's job satisfaction, the teacher's salary, the teacher educator satisfaction with work load, the community support and pressure, and the curriculum issues had a significant and contributing effect making the teacher education programme less effective in the state of Gujrat.
- (iii) There was no significant difference in morale of teacher educators with an urban background and those with rural background.
- (iv) Morale of teacher educators was not significantly related to the number of years of teaching experience of the teacher educators.
- (v) The background data of the teacher educators in colleges of education in Gujrat did not show any marked difference under the six organisational climate categories.

19. Darji, D.R. (1975) studied the leadership behaviour and its correlates in the secondary schools of Panchmahals district.

The findings are as given below:

- (i) The leadership behaviour dimensions and patterns were critical indicators of organisational climate, staff morale, academic motivation, school innovativeness and academic status.

- (iii) The percentage of principals manifesting the HH pattern of leadership behaviours was the highest, 49 %.
- (iii) All the principals of open climate schools manifested the HH leadership behaviour pattern.
- (iv) The percentage of the principals manifesting the HH pattern went on decreasing from high morale schools to low morale schools.
- (v) There was no direct relationship between pupil motivation and the leadership behaviour of the principals.
- (vi) Most of the schools having 'high innovativeness' had principals who manifested the HH and HL leadership behaviour patterns.
- (vii) Most of the schools of high academic status had principals with the HH leadership behaviour pattern.
- (viii) The leadership behaviour dimensions and patterns were found to be significant in relation to variables of climate, morale, and innovativeness but not in relation to pupil motivation toward school and academic status of the school.

20. Patel, B.N.(1974) studied the Leadership for improving institution in high schools of Gujrat. The major findings of the study were:

- (i) Leadership, organisational climate, teacher morale, supervisory practices, and innovation and change were significantly related to the progressive characteristics of high schools.

- (ii) Instructional leadership in high schools was highly correlated with organisational climate.
- (iii) Leadership and organisational climate of schools influenced the morale of their teachers.
- (iv) Where the leadership, organisational climate, and teacher morale were of the high quality, the supervisory practices for the improvement of instructions were found to be effective and the teachers were innovative.

21. James Esposito, P. (1976) studied the organisational climate of Desegregated elementary schools; Black and White teachers' perception. The study revealed significant differences in perception of some of the organisational factors as perceived by Black and White teachers with Black and White principals.

22. Samrong Pengnu (1976) made a study of organisational climate and teacher morale in secondary schools in central zone of Thailand. The study revealed the following:

- (i) Fifteen percent schools belonged to the closed type and thirty percent of open climate.
- (ii) Open climate schools had higher mean scores on Esprit (69.50); Intimacy (56.50), Thrust (56.17) and Communication (55.44).
- (iii) Of the total sampled schools 36.6 per cent had high teacher morale and 30.1 per cent had low teacher morale.

16. Gandhi, K.A. (1977), in his study for Ph.D., "A study of school climate, as a function of personality of school

personnel and pupil control ideology' came to the following conclusions:

- (i) Thirty-six per cent of schools belonged to closed type, thirtyfive percent to intermediate type, and twenty-nine percent to open climate.
- (ii) Small sized schools tended to be of open climate type and larger schools tended to be of closed climate type.
- (iii) Age had significant relationship with teacher perception of climate, but not sex.
- (iv) Experience had significant relationship with teacher perception of climate but not qualifications.
- (v) The correlation studies showed that personality factors of teachers tended to influence the way they apprehended the twelve dimensions of climate.
- (vi) Teachers serving in relatively open schools were significantly more humanistic in their pupil control ideology.
- (vii) Personality characteristics of teachers did not differ significantly with the size of the schools.
- (viii) Pupil control ideology and personality characteristics had good relationship.

24. Mehare, K.T. (1977) evaluated the administration of secondary teacher's training colleges in Maharashtra with special reference to the Principal's role. The major findings are:

- (i) Significant relationship existed between administrative experience and climate types but not with the age of principals.
- (ii) No relationships were found between climate types and type of management or newness of the college or the size.
- (iii) Variations in teacher morale existed in colleges of education but not related to the age of the principal.
- (iv) Teacher morale was found to be dependent on their faculty experience but not on type of management or their own age.
- (v) College climate was closely related with teacher morale.
- (vi) Rapport among teacher educators was more in 'open climates' than their counterparts.

25. Mehta, A.V.(1977) carried an investigation into Institutional Climate as a factor of Staff Morale and Students Control Ideology in the Affiliated Colleges of Gujarat. The major findings are:

- (i) About half the number of colleges were found to have closed climate, as against a little less than one fourth of them showing open-climate.
- (ii) The two negative behaviours of principals were 'Aloofness' and 'Production Emphasis', the positive ones being 'Thrust' and 'Consideration'.
- (iii) The relationship between college size and institutional climate were not tenable.

- (iv) Teacher morale and institutional climate were significantly related at 0.1 level.
- (v) Positive and significant inter-relationships existed among institutional climate, teacher morale, and student control ideology of the teachers of affiliated colleges.

26. Sahasrabudhe, S.A. (1977) study of institutional climate as a function of pupil control ideology and student indiscipline revealed:

- (i) There were variations in the faculty climate and a corresponding variation was also found in the climate categories at departmental level.
- (ii) The mean scores of two negative dimensions of teacher's behaviour (hinderance and disengagement) were higher in closed climate than in open climate.
- (iii) Marked variations were found on the mean scores of the twelve dimensions of ICDQ in case of open and closed climate categories.
- (iv) The mean score on students' acts of indiscipline in open climate was lower than in closed climate.
- (v) Sex of the teacher influenced the climate.

27. Gupta, G.P. (1978) study of leadership behaviour of Secondary School Headmasters in Relation to their Personality and Climate of their schools revealed the following:

- (i) Out of the 100 schools, 15, 15, 14, 20, 26 and 10 schools were perceived as open, autonomous, familiar, controlled, paternal and closed respectively.

- (ii) Headmasters of different climate type schools were found to differ significantly on eight dimensions of LBDQ.
- (iii) Headmasters of 'open' climate type schools scored highest 'Integration' mean score, whereas the same was lowest in case of closed climate type schools.
- (iv) There was significant positive relationships between school climate and all the different dimensions of LBDQ.

28. Tripathi, M.K.(1978), through a study of organisational climate and teacher attitude, came to the following conclusions:

- (i) Under rural-urban dichotomy of intermediate colleges, on an autonomous climate, percentage difference was highly significant.
- (ii) Under government, private dichotomy, percentage difference on open climate was significant.
- (iii) On professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges, and girls and boys colleges were not significant.
- (iv) There existed a statistically significant relationship between 'thrust' and professional attitude.

From the above research findings, following conclusions can be drawn:

- (1) OCQD is reliable and valid. This has been demonstrated by Anderson, Smith (1966) and Halpin (1966) through their research studies.

- (2) Organisational climate is significantly related to the efficiency of school. Bayti Jamuna Lal, Sharma (1968) and Pillai T.K. (1974) proved this through their researches. But contrary to this Shelat's (1975) study showed that closed climate schools were high achievers as compared to open climate schools.
- (3) Dropout rate increases as climate reaches in proximity to closed climate according to Bushinger (1966).
- (4) Conflicting opinion regarding school size and organizational climate. According to Creaser (1966), Shelat, N.A. (1975), Gandhi, K.A. (1977), Small size schools tended to have open climate whereas larger the school, the more close it is to closed climate. But contrary to this, according to Sargent (1967), Mehta, A.V. (1977), there is no significant relationship between school size and organisational climate. Similarly there is conflicts in the findings of Bushinger (1966) and Shelat, N.A. (1975) regarding teacher's age and organisational climate. The former finds through research that average staff age decreases as the organisational climate increases in proximity to open climate, the later found no significant relationship.
- (5) Regarding the percentage of types of schools as far as climate is concerned, there is also divergence of opinion. In some studies as of Helwig Carl (1971), Mehta, A.V. (1977), Gupta, G.P. (1978), the percentage of open climate schools are as low as 15 or 16 per cent whereas in other studies like that of Samrong Pengnu (1976) and Gandhi, K.A. (1977), it is as high as 30 per cent. Similar is the case with closed climate schools it range between 10 % (Gupat, G.P., 1978) and 50 % (Helwig Carl, 1971).

- (6) There is general agreement that there is significant relationship between leader's behaviour and school climate. Studies of Thomas W. Wiggins (1972), Patel, B.N. (1974), Mehare, K.T. (1977), Gupata, G.P. (1978) proved this.
- (7) In open climate schools teachers' morale is high as compared to closed climate school. This was concluded in the studies of Pillai, T.K. (1974), Patel, B.N. (1974), Sharma, M.L. (1974) and Mehta, A.V. (1977).

Researches Related to Teacher Morale

1. Ellsworth A.S. and Bogardus, E.S., in 'Measurement in group work' and Jennings Helen, H. in 'Leadership and Isolation', arrived at the result that group morale is inextricably related to leadership.
2. Watson, Goodwin, "The surprising discovery of Morale" concluded that Morale is related to interpersonal relations and group structure.
3. Henley, J.L., "Leadership or Administration" and Hansen, B.C., "Administrative Aspects of Teacher Morale", both of them agree that If morale is to be genuinely high, vision and purpose must be shared and policies must be made by representatives of all groups in a college community.
4. Mayo Elton, "The Social problems of an Industrial Civilisation". According to him, Morale is the maintenance

of cooperative living.

5. Chein, Isidor, "The meaning of morale in relation to morale building and morale research" and Haisen, B.C., "Administrative aspects of teacher morale," both of them agree that the goals that a college and its constituent groups hold for themselves and a sense of advancement towards reaching them are the two things which are very important for group morale.

6. Allport G.W., "Restoring Morale in occupied territory" and Chein Isidor are of the opinion that goals provide direction and motivational power.

7. Angell, R.C., "The Campus" is of the opinion that not only does morale refer to the conditions present when all members of a college group are working towards commonly understood goals, but it also depends upon the redirection of activities that are not in sympathy with the aims of the group.

8. Hoppe, F., "Success and Failure" says that in the development of morale the immediate goals are often as important as the more remote goals.

9. According to American Commission on Education for Morale, Group morale is not the sum total of individual morale; it has an identity of its own.

10. Barelas, Alex and Lewin Kurt, "Training in Democratic Leadership", Lipitt, Ronald "From Domination to Leadership" and Jeleny, L.D., "Experiments in Leadership Training" are of the opinion that Training of democratic leadership for leaders will have a marked improvement on the morale of their co-workers.

11. Ferguson, L.W. "The Relation of Primary Social Attitude variables to National Morale", and Katz Daniel "Students Attitudes", found that Morale is expressed in Attitude.

12. According to Jennings, "Leadership and Isolation", Newcomb's contribution consists in disclosing that it is the interpersonal and network bonds between persons that are the greatest force of altering attitudes.

13. Klein, D.B. "Mental Hygiene" and Ryan W.C., "Mental Hygiene through education" says, that morale is inextricably related to mental hygiene.

14. According to Monroe, Encyclopedea of Educational Research, the following characteristics have been found to promote high morale.

- (a) High group participation,
- (b) group satisfaction,
- (c) group cohesion and unity,
- (d) group incentives and shared purposes,
- (e) harmony in group mores,
- (f) a sense of group ego,

- (g) a group creativity, and
- (h) good interpersonal relationships with groups and good intergroup relations.

15. Hunter, Elword, C. "Attitudes and professional relationships of teachers : A study of teacher morale", made a study of teacher morale and found that more than half the teachers believed that the teachers were not competent in handling a typical student, school discipline was not wholesome, supplies and equipment were inadequate. Teaching load was too heavy, there was financial insecurity, recognition and reward for exceptional services was lacking, worth was not properly evaluated and advancement and promotions were not on merit.

16. Synder, W.U. "Recent investigations of mental hygiene in schools". His investigation revealed that teachers felt that their major problems resulted from unsatisfactory policies of school administration, inadequate grievance channels, inadequate supervision and superimposed methods, disproportionate recognition and unsatisfactory personal relations.

17. Hall Robert K. and others indicated that the rank order of major annoyances and disadvantages as reported by teachers in Ceylon was: Salary too low, unfavourable working conditions, little appreciation of real value of teacher, social prestige too low, promotion too slow, too much supervision by others who often are not qualified, too many

petty restrictions and routine clerical jobs, considerable nervous strain and too little opportunity for creative work.

18. Kothai Pillai in his research for Ph.D. "Organisational climate, teacher morale and school quality", found the following dimensions of morale:

- (a) Curricular issues,
- (b) school facilities,
- (c) services,
- (d) community support of education,
- (e) rapport among teachers,
- (f) teachers' salary,
- (g) teacher's satisfaction with teaching,
- (h) teacher's rapport with Principal, and
- (i) teacher's status and load of work.

19. Dekhtawala, P.B. "Teacher morale in secondary schools of Gujarat" found that:

- (i) There was significant relationship between teacher morale and achievement of students,
- (ii) the older teachers and married teachers had higher morale than their counterpart, and
- (iii) no significant relationship between teacher's morale and teacher's experience.

From theoretical deductions and from the above mentioned research findings, it would seem that high degree of morale will be found in the total group and sub-groups when they have a "mind set" characterised by an unshaken confidence in a pattern of values, common purposes, and

goals established by the whole institution community -- administrators, staff and students. Leadership which is democratic and permits optimum but not maximum freedom promotes high morale when the characteristics of a good group work, such as group ego, shared purposes, good interpersonal relations and the like, prevail a high degree of morale will exist.

Conclusions drawn from the studies on teachers' morale are as follows:

- (1) Group morale is related to leadership (1), (2) democratic leadership (10)
- (2) High morale is the maintenance of cooperative living and working together (3) (4) -good interpersonal relationships (14).
- (3) Morale is inextricably related to mental hygiene.
- (4) Morale is affected by unsatisfactory policies of school administration, unsatisfactory personal relations and unsatisfactory working conditions (16), (17), (18).
- (5) Significant relationship between teacher morale and students' achievement (19).

Note: The numbers in brackets indicate the serial number of researches on Morale discussed in previous pages.

Researches Related to Leadership

(1) Lipham (1964) has argued that leadership is behaviour-oriented to imitating new organisational structure or to changing the goals of the organisation. For him leadership and administration are incompatible.

(2) Katz and Kahn (1966) see no difference between leadership and administration. For them leadership may take place at any point in the organisational hierarchy. However, leadership at different levels requires different personality traits and intellectual skills and demands different behaviours by the leader. At the highest level the leadership they describe is identical to Lipham's description.

(3) Sanford (1952) has argued that leader behaviour is a function of the leader, the group, the task, and outside pressures on the group, acting together in various undesignated combinations. Empirical substantiation of the existence of some combinations was provided by Harris and Feishman (1961).

(4) Burke (1965) found that if a leader with a task-oriented personality is given a structured task to lead, the group will perceive him as effective and will continue to do so in the next unstructured task. If the order of the task given to such a leader is reversed, he is not perceived as

effective in either situation. The group task thus influence leader behaviour.

(5) Fiedler (1964) has argued that a leader's personal relations with group members is one such inter-personal factors which affect leader's behaviour.

(6) Schmidt (1962) says that in addition to leader's personal relations, other factors which are believed to affect leader behaviour range from member need for dependence to member interest in the group task.

What Leaders have that others do not

(7) Nelson (1964) conducted a study of men at Antarctic scientific stations and concluded that all leaders were high in self confidence, alertness, job motivation and aggressiveness.

(8) White (1965) in his study of educational administrators as leaders, demonstrated that they tended to be practically oriented extroverts, and to be opposed to radical ideas.

(9) Croft (1965) indicates that open-minded principals were no better at perceiving others' perceptions of their behaviour than were closed-minded ones. He attributes the absence of difference to the possibility that open-minded principals saw teachers as a group holding many different perceptions of his behaviour, thus reducing the possibility of accurate

categorization of group perception. This finding would indicate that the task of perceiving one's impact on a group is difficult one.

(10) Gouldner's (1954) work indicates that two of the major problems confronting a new leader is his lack of information about his group and his inability to penetrate the informal interaction network. His success as a leader may depend on his ability to gather and interpret clues about his impact.

(11) Kipnis and Lane (1962) demonstrated that less self confident leaders relied on rules and formal leader behaviour and relayed administrative problems to subordinates for solutions more often than did self-confident leaders.

What Leaders do that others do not

(12) Karts and Kahn (1966) suggests that the task of categorizing leadership behaviour in organisations is complicated by differential personality and behaviour requirements for leadership at various hierarchical levels of the organisation.

(13) Brown (1963) administered the LBDQ-12 to 1,551 teachers in 170 Canadian schools. A factor analysis of the findings indicated the existence of two crucial dimensions of leader's behaviour: behaviour which respond to organisational needs, and behaviour which responds to personal, idiosyncratic needs of members.

(14) Knezevich (1962) argues that a principal's major function is to stimulate teachers and to provide, through the use of experts, the consultative services teachers need.

(15) Hills (1963) in a study of 872 elementary teachers and 53 elementary principals found that attempted support behaviour by the leader is not sufficient. He must be successful in obtaining resources from other parts of the system or in representing his subordinates to his superordinates.

(16) Guest (1962) argues that the most effective leadership occurs when the leader simultaneously act as the formal agent of higher management and as the informal representative of those at the lower levels to the higher management.

(17) Hermann (1963) has hypothesized that in periods of organisational crisis the number and capacity of communication channels are reduced, authority contracts, standards are modified, and member withdrawal occurs.

(18) Marcus (1960) presents data which indicate that when facing a hostile environment groups cluster around a socio-emotional leader who becomes the hub of a wheel-like communication net, representing a reduction in communication channels among members.

(19) McGrath and Altman (1966) concluded that effective leaders tend to be characterised by a high frequency of

problem proposing and information seeking. But a leader's ability to stimulate subordinates towards goal attainment is partially affected by the values of the subordinates with respect to the work task.

(20) Cooper (1966) found that workers who valued work proficiency were affected by the work level of their leaders, while among those who did not, no relationship obtained.

(21) Brown's (1963) analysis indicates that effective leadership is related to the leader's response to organisational needs. Good leaders in research organisations were more often concerned with the coordination of activities and the provision for flexible operation than were poor leaders.

(22) Barlund (1962) concludes that leaders are chosen by groups for their ability to help solve the group task. As tasks change radically, groups change their leaders, when offered the opportunity.

(23) Smith (1957) argues that the existence of ambiguous role expectations reduces group productivity and satisfaction and increases defensiveness. Groups spend time and energy in their attempts to resolve issues of the proper function of various roles and the appropriate incumbents of those roles.

(24) Slater and Bennis (1964) concluded that for simple task under static conditions or centralised or autocratic or non-

participatory leadership structure is more efficient. For adaptability to changing conditions, acceptance of a new idea, and generally high morale and loyalty, a more egalitarian or decentralised leadership structure is better.

(25) Anderson and Fiedler (1964) conclude that under a participatory structure there is more group output, but there is better output under supervisory structure.

(26) Hesliu and Dunphy (1964) conclude that member satisfaction is related to perceived progress toward group goals and perceived freedom to participate.

(27) Singh H.M.: A study of leadership behaviour of heads of secondary schools in Haryana and its correlates. Ph.D. Edu. Kur. U. 1978: The study revealed:

- i) Out of five professional leaders, headmasters occupied the third position on the leadership scale.
- ii) Total leadership was significantly related to the four personality factors, viz., outgoingness, intelligence, emotional stability and assertiveness.
- iii) The leadership behaviour of the heads was not related to sex, except on integration in which women heads exceeded men heads.
- iv) The leadership behaviour of heads was not related to their age between twenty-five and sixty-two years.
- v) Total leadership behaviour was not related to academic qualifications in terms of graduate and postgraduate

degrees except that postgraduate heads were significantly better than graduate heads on demand reconciliation.

- vi) The leadership behaviour of heads was not related to their teaching experience between six and thirty-five years.
- vii) The leadership behaviour of heads was not significantly related to their administrative experience.

(28) Panda, S.N. (1975) studied the administrative behaviour of headmasters. The study revealed:

- (i) headmasters in their administrative behaviour were more self-oriented, authoritarian, traditional, academically apathetic and rejecting on the one hand and less effective in communication, less cooperative, less outcome-oriented and less permissive on the other;
- (ii) the ideal administrative behaviours were others-oriented, outcome-oriented, permissive, cooperative, constructive and adaptable and the least desired traits were authoritarian, academically apathetic, traditional and rejecting;
- (iii) headmasters of effective schools were more others-oriented, less authoritarian and less rejecting;
- (iv) the headmasters of urban schools were more adaptable, outcome-oriented and effective in communication and less rejecting.
- (v) the headmasters of boys schools were less authoritarian, less communicating, less outcome-oriented and less permissive as compared to headmasters of girls schools; and

- (vi) the background factors that were related to headmasters' administrative behaviour were teachers' indifference to carry out work, groupism among teachers, students' indifference to education, level of literacy in the surrounding community, interference in administration by authorities and poor self-perception.

Leader's behaviour studies analysis

- (1) Leader's personal relations with group members affect leader's behaviour (5), (6).
- (2) Open minded principals were no better at perceiving other's perceptions of their behaviour than were closed minded ones (9).
- (3) Less self confidence leaders relied on rules and formal leader behaviour and relayed administrative problems to subordinates for solutions than did confident leaders (11).
- (4) There existed two crucial dimensions of leader behaviour which respond to organisational needs and behaviour which responds to personal needs (13, (16).
- (5) Stimulation of teachers is the major function of a principal (14), stimulating subordinates towards goal attainment is partially affected by the values of the subordinates with respect to the work task (19), (20).
- (6) For high morale decentralised leadership structure is better (24).
- (7) Leadership behaviour is not related to administrative experience, teaching experience, academic qualifications (28).

Note: The numbers in brackets indicate the serial number of researches on leadership discussed in previous pages.

Chapter III

DESIGN OF THE STUDY

Plan and Procedure of the Study

Plan and procedure of a research study entails over view of the total layout including a consideration of how the work is to be executed. It is at this stage that decision crucial for the accomplishment of the aims of the study such as what measures of gathering data are to be used, how population is to be defined and sampled, what controls are to be applied, what kind of data pertinent to the study are to be collected and finally how it is to be analysed, are made. Needless to say that without a proper planning difficulties to be encountered during the progress of the work cannot be anticipated and resolved. In fact successful completion of the study without preplanning becomes not only difficult but well nigh impossible. A considered discussion of all these aspects in respect of the present study is given in this chapter

Sample of the study

The investigation was conducted in 149 D.B.Schools and 41 M.B. schools. These schools were selected on the basis of

random sampling out of 914 D.B. and 157 M.B. schools. There are a number of blocks in the D.B. and efforts were made to see that each block is represented in the sample drawn. Similarly in the case of M.B., the schools selected represented different localities of the city. Out of 41 M.B. schools, 21 are girls' schools and 20 are boys' schools. In case of D.B. schools no distinction could be made with respect to sex as all the schools are co-educational and teachers also belong to both the sexes. The blockwise distribution of D.B. schools selected for this study is given in Table 1.

Table 1

Blockwise Distribution of Schools		
Block		No. of schools
Akrabad	...	5
Atrauli	...	16
Chandaus	...	5
Dhanipar	...	10
Hasain	...	7
Hathras	...	12
Iglas	...	14
Jawan	...	10
Khair	...	18
Loda	...	16
Madrak	...	6
Mursan	...	8
Sasni	...	7
Sikandra Rao	...	9
Tappal	...	6
TOTAL	...	149

Tools used

Following tools were used for the collection of the data:

- (1) Organisational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft (Hindi version).
- (2) Leaders' Behaviour Description Questionnaire (LBDQ) developed by Halpin and Winner (Hindi version).
- (3) Teachers' Morale Scale - constructed by the investigator.
- (4) Bio data questionnaire - constructed by the investigator.

Description of OCDQ

The Organisational Climate Description Questionnaire is composed of 64 Likert type items which teachers and principals use to describe the climate of their school. These 64 items of the questionnaire were assigned to eight sub-tests of which four sub-tests refer to the behaviour of the teacher and the other four to the behaviour of the principal. The eight such tests are:

Teachers' Behaviour

1. Disengagement
2. Hinderance
3. Esprit
4. Intimacy

Principals' Behaviour

5. Aloofness
6. Production emphasis
7. Thrust
8. Consideration

These eight sub-tests are described by Halpin and Croft as under:

- (1) Disengagement - It indicates that the teachers do not work well together. They pull in different directions with respect to the task at hand. This sub-test focuses upon the teachers' behaviour in a task-oriented situation.
- (2) Hinderance - This refers to the teacher's feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary 'busy work'. The teachers perceive that the principal is hindering rather than facilitating their work.
- (3) Esprit - It refers to morale. The teachers feel that their social needs are being satisfied, and that they are at the same time, enjoying a sense of accomplishment in their job.
- (4) Intimacy - It refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social need satisfaction which is not necessarily associated with task-accomplishment.
- (5) Aloofness - It refers to behaviour by the principal which is characterised as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behaviour, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself at least emotionally at a distance from his staff.

6. Production emphasis - It refers to behaviour by the principal which is characterised by close supervision of the staff. He is highly directive and plays the role of a "straw boss". His communication tends to go in only one direction and he is not sensitive to feed back from the staff.
7. Thrust - It refers to behaviour by the principal which is characterised by his evident effort in trying to "move the organisation". It is marked not by close supervision, but by the principal's attempt to motivate the teacher's through the example which he personally sets. He does not ask the teachers to give of themselves anything more than he willingly gives of himself; his behaviour, though starkly task-oriented, is nonetheless viewed favourably by the teachers.
8. Consideration - It refers to the behaviour by the principal which is characterised by an inclination to treat the teacher's 'humanly' to try to do a little something extra for them in human terms.

From these eight identified independent dimensions of Organisational Climate, Halpin and Croft specified a set of climates, which can be arranged along a continuum defined at one end by an open climate and at the other by a closed climate. The six identified climates are termed as the "Open", "Autonomous", "Controlled", "Familiar", "Paternal" and "Closed". The description of these climates is given below:

(1) The Open Climate

Characteristics of the climate - High esprit, Low disengagement, Low hinderance, Average intimacy, Average aloofness, High consideration, Average thrust, Low production emphasis.

This climate describes an energetic lively organisation which is moving towards its goals, and which provides satisfaction for the group members' social needs. The teachers enjoy extremely high esprit. They are not burdened by unnecessary busy work or by routine reports. The group members enjoy friendly relations with each other, but they apparently feel no need for an extremely high degree of intimacy. The teachers are proud to be associated with their school.

The principal not only sets an example by working hard himself (high thrust), but depending upon the situation he can go out of his way to help a teacher (high consideration). He is not aloof, nor are the rules and procedures which he sets up inflexible and impersonal. He does not have to emphasise production.

(2) The Autonomous Climate

Characteristics of climate - High esprit, Low disengagement, High production emphasis, Low consideration, High thrust, Average aloofness, High hinderance, Low intimacy.

In this climate the principal will press for achievement at the expense of social needs satisfaction. Every one will

"work hard" and there will be little time for friendly relations with others. Such a climate stresses task achievement to the detriment of social needs satisfaction. Nevertheless, since morale will be high (esprit), this climate can be classified as more open than closed. The teachers will be completely "engaged" in the task and will not bicker, complain or differ with the principal's directives (low disengagement). There will be an excessive amount of paper-work, routine reports, busy work, and other obstacles which will hinder the teachers' task accomplishment (high hinderance). The teachers will have little time to establish very friendly social relations with each other (low intimacy). The principal will dominate and direct, having little flexibility and insisting that everything must be done his way (high production emphasis). There will be low consideration and principal will not seek to meet teachers' social need. He will attempt to motivate the teachers by his personal example of hard work (high thrust) and personally ascertain that nothing goes wrong.

(4) Familiar Climate

Characteristics of climate - High disengagement, Low hinderance, High intimacy, Average esprit, High consideration, Low aloofness, Low production emphasis, Average thrust.

In this climate the principal and teachers will be conspicuously friendly. Social needs satisfaction will be

extremely high and little will be done to direct or control a group's activities towards goal achievement. The principal will exert little control in directing teachers' acts, resulting in disengagement and few task oriented accomplishments (high disengagement). Socially the teachers will be all part of a big, happy family (high intimacy). The principal will be afraid to make changes lest he disrupt his "big happy family" (high consideration). He will insist on few regulations and will not emphasise production. Tasks accomplished by teachers will rarely be criticised (low production emphasis).

(5) Paternal climate

Characteristics of this climate - High production emphasis, High disengagement, Low hinderance, Low intimacy, Low esprit, Average thrust, Low aloofness, High consideration.

In this climate the principal will be so non-aloof that he becomes intrusive. He must know everything that occurs. He will continually emphasise what should be done (production emphasis), but nothing will, in fact, seem to get done. He will demonstrate average thrust in his attempt to motivate the organisation; nonetheless, he will fail to motivate teachers primarily because he will not provide an example or an ideal which teachers can emulate. Teachers in his school will not work well together, but will split into factions.

There will be high disengagement because of the principal's inability to control activities of teachers, low hinderance because he will insist on doing most of the busy work himself and low intimacy and low esprit among teachers.

(6) Closed Climate

Characteristics of this climate - High disengagement, High hinderance, Average intimacy, Low esprit, Low thrust, High aloofness, High production emphasis, Low consideration.

In this climate group members will obtain little satisfaction with respect to task achievement or social needs. The principal will be ineffective in directing the activities of the teachers and will not be inclined to look out for teachers' personal welfare. Teachers will be disengaged and will not work well together. High hinderance will be caused by the principal's inadequate facilitation of teacher task accomplishment. Esprit will be very low. There will be average intimacy. The principal will be highly aloof and impersonal in controlling and directing teacher activities. High production emphasis will reflect the principal's feeling that "We should work harder". He will frequently feel that external forces are directing the course of events in his school and will thus put little personal drive into his own work, demonstrating little thrust to the teaching staff. He will keep perfect records and turn out all necessary paper work (high hinderance) and will usually urge people to

work harder. He will tend to be either philosophical about high teacher turnover or blame it on conditions over which he has no control. He will not be inventive or ingenious in reducing obstacles and annoyances that teachers encounter in their work (Owens, 1970).

The scale against which the respondent indicates the extent to which each statement characterised his school, is defined by following four categories:

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

Scoring

The four categories of responses are scored by simply assigning to the respective categories four successive integers, i.e., 1, 2, 3 and 4. Only five items, i.e., item Nos. 4, 8, 25, 53 and 63 have to be scored negatively, i.e., assigning the score of 4, 3, 2 and 1 to respective categories. The teacher who tick category 1, gets a score of 4, if category 2, gets a score of 3 and so on. (Such procedure was adopted by Halpin and Croft). To find out the raw score for each respondent, the scores of items for each subtest have to be added and divided by the number of items in the corresponding sub-test. This will give eight sub-test by sub-test score for each person.

Type of Data Collected

The data collected with the help of OCDQ is in the form of raw scores obtained through the responses of the teachers and principals on 64 questions of OCDQ.

The raw data so collected is not usable unless converted into other system of scores.

Standardisation of the scores

The raw scores collected of all the teachers in each separate school and on each separate categories are then summed up and a school mean worked out. In this way for each school eight mean scores are obtained, one for each category. These eight sets of scores for each separate school are first converted into standard scores normatively. Normatively standardised scores means standardising the sub-test scores across the sample of all the schools so that each of the eight sub-test scores can be compared on a common scale. The method of doing so is to pool together the mean scores of all the schools relating to any one dimension and standardising each of the scores by applying to following formula:

$$Z = 10 \left(\frac{X - \bar{X}}{\sigma} \right) + 50$$

In this way scores for each school and on each dimension are standardized normatively. These sets of normatively

standardized scores of each school are then again standardized, this time ipsatively. Ipsatively standardized scores mean standardizing the standard scores with respect to the mean and standard deviation across the sub-test for each school. The method of doing so is to find mean of the eight sets of scores for each separate school, subtract each score from this mean, square the result, sum the square values and divide the result by N, i.e., 8 and find the square root. This gives us the S.D. The formula as mentioned above is used to obtain ipsatively standardised scores.

In this way the raw scores on each of the eight dimensions for each school is doubly standardised. These scores are then used for further analysis.

School profile

For constructing the school profiles, the scores of all the teachers under each sub-test are added, and mean of each sub-test is calculated. These raw scores on the eight sub-tests of the OCDQ are then converted into standardised scores normatively and ipsatively as already discussed in the previous paragraph. These doubly standardised scores give the profile of the climate of a particular school.

The next task is to compare the profile with the prototype profile (which have been calculated by Halpin and Croft). This prototype profile is as follows (Table 2).

Table 2

Prototypic Profiles for Six Organisational Climates Ranked in Respect to
Openness vs Closedness

Climates	GROUPS' CHARACTERISTICS			LEADERS' CHARACTERISTICS			
	Disengage- ment	Hinderance	Esprit	Intimacy	Alertness	Production emphasis	Thrust Considera- tion
Open	43	43	63	50	42	43	61 55
Autonomous	40	41	55	62	61	39	53 50
Controlled	38	57	54	40	55	63	51 45
Familiar	60	42	50	58	44	37	52 59
Paternal	65	46	45	46	38	55	51 55
Closed	62	53	38	54	55	54	41 44

Note: The numbers represent doubly standardised scores with a mean of 50 and a standard deviation of 10.

Thus the score of each school is compared with those of each of the six proto-type profiles. In each instance we have to compute the sum of the absolute differences between the profile score. A low sum indicates that the two profiles are highly similar, whereas a large sum shows that the profiles are dissimilar. On the basis of lowest difference score climate type is decided.

Description of Teacher's Morale Scale

For constructing this scale, the following procedure was adopted:

Preliminary Questionnaire

After going through a number of books relating to personal qualities and activities of an administrator which affect a teacher morale and taking into consideration the factors relating to teacher morale in a school system, five categories relating to administrative leadership in building staff morale were identified. These categories along with some statement under it which are included in questionnaire are given below:

Category I - Relating to the Personal Qualities of Administrator

What the school system is and what it does, is determined largely by the intelligence scholarship, imagination,

initiative personality and social skills of principal. Every thing in the school, the plant, the staff, the curriculum, methods and techniques of teaching, co-curricular activities, human relationships, bear the impression of the personality of principal and reflect his leadership.

The role of the principal changes with the time and changing philosophy of education and therefore, what might make a good principal in a certain era or a certain social set up, may fail him in a different situation. The task of administrator of today is more intelligent and challenging.

The principal should be able to express himself accurately and stimulate others effectively. Society has a right to expect the principal to be a paragon of all virtues but qualities such as personal integrity which refers to keeping others secrets, not meddling in the affairs of others and not explaining weaknesses of one teacher to another, sense of humour which enables the principal to get over an impasse with the help of a smile which eases tense atmosphere, scientific attitude for observing correctly without prejudice and drawing valid conclusion from the fact, other qualities such as fairness, patience, buoyancy, flexibility, sympathy, persistence are the necessary to some degree for a successful administrator.

All above personal qualities of an administrator will help to boost up the morale of a teacher.

Keeping in view the above personal qualities of administrator following items have been selected and included in questionnaire:

- (1) Principal tells the faults and weaknesses of one teacher to another.
- (2) Principal works with confidence and is not shy to take up his responsibilities.
- (3) Principal emphasises unimportant matters.
- (4) Principal is inflexible and never moves from his point of view.
- (5) Principal reaches to result on the basis of incomplete judgements.
- (6) Principal acts by the pressure of threats by a group.
- (7) Principal is tactful.
- (8) Principal can change his view and acts upon the suggestion given by the teachers.
- (9) Principal has good common sense and what he says acts upon it.
- (10) Principal is very moody, loses his temper easily.
- (11) Principal has a superiority complex that he knows every thing correctly.
- (12) Principal is well mannered person.
- (13) Personal trouble of the principal comes in the way of the management of the school.
- (14) Principal does not work sincerely and perfectly.
- (15) The standard of the principal is very high.
- (16) Principal works with confidence.
- (17) Principal is well rounded individual and has many interests other than education.
- (18) Principal is known to be greedy.

- (19) Principal does not have moral or spiritual qualities.
- (20) Principal never enjoys among people, an antisocial being.

Category II - Relating to the knowledge of subject matter and supervisory qualities.

If the principal is to win and hold the genuine respect of his staff as well as the community, he must be head and shoulder above the faculty in the matter of scholarship. Of course, a shrewd and tactful principal might be able to hold his own with the staff and the community in the absence of that, yet prestige and respect that issue from recognised ability would be lacking. The principal, if he is an effective leader, should be able to set a model in teaching and other activities for the teachers to receive inspiration from. The teacher must feel that it is the superior individual who has been placed at the top of them and that he deserves to be there. Therefore, it is distinctly to the advantage of the principal if he possesses high scholarship and maintains it. The latter is equally important as the former. The principal who lets his scholarship go rusty, by not keeping himself abreast of latest thought and research is likely to lose the initial advantage of high scholarship.

To be able to understand and handle human situations successfully, the principal needs to have a good grounding in as many of the social sciences as possible. Knowledge of

psychology, ethics, philosophy, sociology, economics, will stand him in good stead. Besides adequate knowledge at biological and physical sciences should be very helpful in developing scientific attitude and a sprit of of impartial enquiry. He should be able to take intelligent interest in the work of all teachers and be in a position to make valuable suggestion and should be able to encourage a teacher who may be lacking in imagination and motivation.

One of the important task of principal is supervision. He is responsible for supervision and improvement of instruction in the school. Supervision hold important role in maintaining good administration in school. Supervision deals with a wide range of work, such as supervision of goods and supplies in school, supervision of student activity and supervision of teaching work. Supervisor is a good educational leader so it is necessary to establish close relationship with staff and students. It is a process of stimulating teachers to help themselves.

A perfect supervisory quality and knowledge of the subject matter help to keep high the teachers' morale in school system. Keeping in view the supervisory qualities and knowledge of the subject matter of principal. Following items have been selected and included in the questionnaire:

- (1) Principal is well familiar with current elementary school methods and materials.

2. Principal is aware that the supply of the books and other teaching aids are proper or not.
3. Principal uses many classroom visits for the purpose of formal observation without announcement.
4. When principal observes a lesson he writes continuously.
5. Principal considers community resources in the curriculum.
6. Principal arranges to have demonstration lessons given.
7. Principal blames teachers when things go wrong.

Category III - Relating to the relation of principal with staff.

In the democratic type of leadership, the principal conceives it his duty to act as a leader among his co-worker and not as a dictator. His desires to be known as a brother to his staff rather than as their boss.

It should be realised that in a democracy the individual is of prime importance. As such it is the duty of the principal to know each and every member of his staff very thoroughly, their strength and their weaknesses, their merit as well as their limitation. The success of a school will depend in a large measure upon the intimacy that is established between the principal and his teachers.

Every individual teacher wants to express his opinion on the policy and problems of the institution he serves. In relation to the mental health of teacher it is important that opportunities be provided to every teacher to bring his

individual intelligence to bear most fully and appreciably on the solution of common problem like policy and practice in the institution where he serves. This procedure helps in the development of loyalty for the school.

The principle of participation fully recognizes that every man has a right to voice in his own affair. It also recognises the right of every man to make his contribution to the common goal. It denotes the interaction of a group of people at work on a problem of concern to them.

Thus the principal, if he is to avoid conflicts, unnecessary friction and destructive criticism, must be an expert in human relation. To avoid unnecessary misunderstanding and to know the needs and feeling of others, it is very desirable that the channel of communication must be kept open from the top to the bottom and vice versa. The difficulties, the gripes, the frustration or resentment, if any, should reach the principal without any impediments or distortion. Similarly, the thinking, the feelings and plans of principal should go down the ladder without any difficulty or distortion. In this way every one in the system knows, the thoughts and feeling of others, on which required decision can be made, plans formulated and necessary execution effected. It is, therefore, desirable that the disgruntled person should feel free to talk it out with principal, rather than continue to boil or rage within, or convertly try to organise opinion against the principal. All peoples should have the feeling

that they can expect justice from the principal that every one will have his due from him. Though personal likes and dislikes cannot be avoided, yet people should not have the feeling that a certain favourite is getting more than his due or he can escape with faults which meet with stern disapproval in the case of others.

The relationship of principal with his staff play a key role in keeping and maintaining the morale of a teacher. So keeping in view the above discussion about the relationship of principal with his staff the following items have been selected:

- (1) Principal supports his teachers in case of any difference with parents.
- (2) Principal shames teachers by criticising them in front of others.
- (3) Principal does not believe his teachers and is always doubtful about them.
- (4) Principal taunts his teachers.
- (5) When teachers ask for more salary principal feels that it is unprofessional.
- (6) Principal is interested in his teachers and is friendly with them without being too close with them.
- (7) Principal participates in a lesson as an interested person but does not confuse the teachers.
- (8) Teachers never come to know what principal feels about their work.
- (9) Principal never gives chance to teacher to discuss their problem.

Category IV - Relating to the interest of the principal in his staff welfare and in students and parents.

A successful administrator should take interest in the welfare of staff. Each and every individual should be provided with every opportunity to become a good teacher. The principal must be interested for the professional growth of the staff and orientate good educational programme in his school. If any teacher wants leave for further study, this should be provided. Books, magazines, journals, should be made available to him for keeping his knowledge upto date regarding aim of education, methods of teaching, etc. By doing this, he will be showing his personal interest in teachers and thereby boost their morale.

The principal should establish a happy contact with students. The great responsibility of the principal is to know his pupil and to win their respect and confidence. A close contact with pupils will help him study individual disposition and attitudes minutely and help them to develop their potentialities. The principal should establish happy contact with students, parents and guardians as well. The cooperation of parents will help him in solving many problems that arose due to lack of understanding between him and parents. Effective and intimate relations with parents are very necessary for the organisation of the school work and its objectives so that parents will also

start showing greater interest in the work of the school and acquire an understanding of the objectives of education. The principal should take a lead in receiving parents and encouraging them more and more to exhibit interest in the work of school.

All this will give the teachers a feeling that in their work of educating the child, the principal and parents are both taking interest. A little appreciation of work of the teacher by parents and principal, will give a boost to teacher morale.

Keeping in view the above consideration about the interest of principal in staff welfare, in students and parents the following items have been selected and included in the questionnaire:

- (1) Whenever necessary the principal appreciates the work of the teacher.
- (2) Principal does not work for his fame but for the good of school and children.
- (3) Principal shows partiality among his teachers.
- (4) Principal gives special attention to his teachers' physical comfort.
- (5) Principal brings any change which effect the teachers after consulting them.
- (6) Principal is kind with children.
- (7) Principal does not show religious or racial partiality.
- (8) Principal orientates good programmes for new staff members.

- (9) Children do not like the principal and are frightened in his presence.
- (10) When teachers try out any new idea, principal discourages them.
- (11) Principal makes efforts to reduce the burden of clerical work of the teachers.
- (12) Principal pays attention for the promotion of professional growth of the staff.
- (13) Principal encourages the teachers to visit other scholars for observation --of good practices.
- (14) Principal allows parents to say their problems and has a sympathetic attitude towards them.

Category V - Relating to the general administration of the principal.

It is commonly believed that administrative skill is a gift of nature, and therefore, great principals are born and not made while this may be true in the case of a few top-notch principals, in the vast majority of cases proper education and training in educational administration can help achieve high skills. A person who is not born an administrator can become a successful administrator with the right type of education and training. The modern administrator is very different from traditional. A new type of leadership is demanded from the principal of the future. The principal should be a leader and not a despot. His success in this role is to be judged by his ability to stimulate and inspire others rather than drive them. It should be able to enter understandingly and sympathetically

into the thoughts, the inspiration, and the motives of teachers, pupils and parents. He should be able to think new ideas for the successful running of the school and should be able to think out solutions of present as well as the future problems. He should keep his mind fresh and receptive to new ideas and should possess the courage to get out of the old ruts, and experiment with new methods and techniques.

All the above qualities are responsible for good administration and thus help him to boost the morale of a teacher.

Keeping in view the above discussion about the general administration in the school, the following items have been selected and included in the questionnaire:

- (1) Principal takes action and follows disciplinary cases sent to the office.
- (2) Principal often calls such meetings which are not necessary.
- (3) Principal never brings any changes in his school and always stay on the old routine.
- (4) Principal gives advance notice to the teachers before holding a meeting.
- (5) Principal does nothing after listening the problem.
- (6) Principal solves the problems gently.
- (7) Principal plans without care, does not think correctly and scientifically.
- (8) Principal holds conference during the school hours and not after the school time.

9. It is difficult to meet the principal.
10. Principal is mostly never on the time.

After framing all these statements which relates to teachers' morale, they were mixed up and a final shape was given to the questionnaire which is given below:

QUESTIONNAIRE

Name of the school _____

Name of the teacher _____

Questionnaire dealing with the administrative leadership in building staff morale.

S.No.	Statements	Very Often	Often	Rarely
1.	Principal supports his teachers in case of any differences with parents.			
2.	Principal ashames teachers by criticising them in front of others.			
3.	Principal does not believe his teachers and is always doubtful about them.			
4.	Principal is well familiar with current elementary school methods and materials.			
5.	Principal tells the faults and weaknesses of one teacher to the other.			
6.	Whenever necessary the principal appreciates the work of the teacher.			

- | | <u>Very
Often</u> | <u>Often</u> | <u>Rarely</u> |
|--|-----------------------|--------------|---------------|
| 7. Principal works with confidence and is not shy to take up his responsibilities. | | | |
| 8. Principal emphasises unimportant matters. | | | |
| 9. Principal does not works for his fame but for the good of school and children. | | | |
| 10. Principal shows partiality among his teachers. | | | |
| 11. Principal gives special attention to his teacher's physical comfort. | | | |
| 12. Principal takes action and follows disciplinary cases sent to the office. | | | |
| 13. Principal is inflexible and never moves from his point of view. | | | |
| 14. Principal is aware that the supply of the books and other teaching aids are proper or not. | | | |
| 15. Principal reaches to result on the basis of incomplete judgement. | | | |
| 16. Principal acts by the pressure of threats by a group. | | | |
| 17. Principal is tactful. | | | |
| 18. Principal often calls such meetings which are not necessary. | | | |
| 19. Principal brings any change which effects the teachers after consulting them. | | | |
| 20. Principal taunts his teachers. | | | |
| 21. Principal can change his view and acts upon the suggestions given by the teachers. | | | |
| 22. Principal never brings any change in his school and always stays on the old routine. | | | |

	<u>Very Often</u>	<u>Often</u>	<u>Rarely</u>
23. Principal gives advance notice to the teachers before holding a meeting.			
24. Principal is kind with children.			
25. Principal has good common sense and what he says acts upon it.			
26. Principal is very moody, loses his temper easily.			
27. Principal does nothing after listening to the problems.			
28. Principal solves the problems gently.			
29. Principal has a superiority complex that he knows every thing correctly.			
30. Principal is well mannered person.			
31. Personal troubles of the principal comes in the way of the management of the school.			
32. Principal does not work sincerely and perfectly.			
33. The standard of the principal is very high.			
34. Principal plans without care, does not think correctly and scientifically.			
35. Principal does not show religious or racial partiality.			
36. When teachers ask for more salary principal feels that it is unprofessional.			

- | | <u>very
Often</u> | <u>Often</u> | <u>Rarely</u> |
|--|-----------------------|--------------|---------------|
| 37. Principal works with confidence. | | | |
| 38. Principal uses many class-rooms visits for the purpose of formal observation without announcement. | | | |
| 39. Principal orientates good programme for new staff members. | | | |
| 40. Children do not like the principal and are frightened in his presence. | | | |
| 41. When teachers try out any new idea, principal discourages them. | | | |
| 42. Principal is interested in his teachers and is friendly with them without being too close with them. | | | |
| 43. Principal does not have high moral or spiritual qualities. | | | |
| 44. Principal makes effort to reduce the burden of clerical work of teachers. | | | |
| 45. Teachers never come to know what principal feels about their work. | | | |
| 46. Principal never enjoys among people, on antisocial being. | | | |
| 47. Principal is a well rounded individual and has many interests other than education. | | | |
| 48. Principal holds conferences during the school hours and not after the school time. | | | |
| 49. When principal observes a lesson, he writes continuously. | | | |
| 50. Principal never gives chance to teachers to discuss their problems. | | | |

- | | <u>Very
Often</u> | <u>Often</u> | <u>Rarely</u> |
|---|-----------------------|--------------|---------------|
| 51. Principal pays attention for the promotion of professional growth among the staff. | | | |
| 52. Principal considers community resources in the curriculum. | | | |
| 53. It is difficult to meet the principal. | | | |
| 54. Principal arranges to have demonstration lessons given. | | | |
| 55. Principal is mostly never on the time. | | | |
| 56. Principal participates in a lesson as an interested person but does not confuse the teachers. | | | |
| 57. Principal blames teachers when things go wrong. | | | |
| 58. Principal encourages the teachers to visit schools for observation of good practices. | | | |
| 59. Principal is known to be greedy. | | | |
| 60. Principal allows parents to say their problems and has a sympathetic attitude towards them. | | | |

Instructions to fill up the questionnaire:

Enclosed is the list of some statements dealing with the personal qualities and day to day activities of a principal which influence the morale of a school teacher. Kindly go through them and give your opinion in the following manner.

If you consider that a given statement greatly influences

the morale of a teacher, whether positively or negatively, put a tick mark (✓) against the same in the column under 'Very often'. If in your opinion it often influences the morale of a teacher, put tick mark (✓) against it under the column 'Often', and if you think it has little influence on the morale of a teacher, put tick mark (✓) against it under the column 'Rarely'.

Kindly give your free and frank opinion in respect of each statement.

Administration of Questionnaire and its tabulation:

The preliminary questionnaire was administered to 150 teachers of different schools in Aligarh. The investigator has to go to different schools a number of times to collect the filled questionnaire. It took a lot of time but it was encouraging that 100 questionnaires were got back properly filled.

For tabulation of the data, the following procedure was adopted:

- (1) The frequencies of different responses were recorded on a 3-point scale, i.e., 'Very Often', 'Often' and 'Rarely'.
- (2) The frequency percentages were calculated for the three alternatives.
- (3) Judgements were converted into scores for each statement by assigning 3 points for 'Very Often',

2 points for 'Often', and 1 point for 'Rarely'.

4. Median value and quartile deviation was found for each item on a scale.

Tables of different types are given below:

Table 3

Showing Frequencies of Responses to Different Items in Percentage on a Three-point scale.

Item No.	PERCENTAGE		
	Very Often	Often	Rarely
1	50	36	14
2	52	28	20
3	47	30	23
4	45	28	27
5	36	32	30
6	56	27	17
7	58	26	16
8	43	31	26
9	59	23	18
10	37	28	35
11	24	38	38
12	40	31	29
13	35	30	35
14	33	41	26
15	26	28	46
16	43	29	28
17	48	33	19
18	23	45	32
19	43	33	24
20	38	18	44
21	46	32	22
22	32	26	42
23	38	34	28
24	52	23	25
25	43	33	24
26	28	33	29
27	34	25	41
28	49	27	24
29	42	30	28

30	58	29	13
31	48	29	23
32	47	20	33
33	38	43	19
34	43	33	34
35	43	28	29
36	33	36	31
37	55	29	16
38	37	33	30
39	51	21	28
40	19	33	48
41	44	17	39
42	36	32	32
43	33	25	42
44	43	35	22
45	47	27	26
46	29	40	31
47	39	32	39
48	26	38	36
49	32	37	31
50	43	27	30
51	33	38	29
52	28	26	46
53	46	30	24
54	32	26	42
55	38	25	37
56	43	29	28
57	48	31	21
58	43	27	30
59	19	29	52
60	48	32	20

Table 4

Showing the Total **Scores** of Different Qualities
of Principal **Effecting** Teacher Morale on the
Basis of Responses.

Item No.	Total score	Item No.	Total score
1	236	6	239
2	232	7	242
3	224	8	217
4	218	9	241
5	208	10	202

(Contd.)

Item No.	Total score	Item No.	Total Score
11	166	36	202
12	211	37	239
13	200	38	207
14	207	39	223
15	180	40	171
16	215	41	205
17	229	42	204
18	191	43	191
19	219	44	221
20	164	45	221
21	224	46	198
22	190	47	210
23	210	48	190
24	227	49	201
25	219	50	213
26	179	51	204
27	193	52	182
28	225	53	222
29	214	54	190
30	245	55	201
31	225	56	215
32	214	57	220
33	219	58	212
34	226	59	164
35	214	60	228

Table 5

Scaled Median & Quartiles Deviation Values of each
item

Item No.	Md	Q ₃	Q ₁	Q ₃ -Q ₁
1.	206	3.0	1.7	1.3
2.	2.5	3.0	1.7	1.3
3.	2.4	2.9	1.6	1.4
4.	2.3	2.9	1.4	1.5
5.	2.7	2.9	1.6	1.2
6.	2.8	3.1	1.8	1.3
7.	2.8	3.1	1.8	1.3
8.	2.3	2.9	1.5	1.4
9.	2.9	3.1	1.8	1.3
10.	2.0	2.8	1.2	1.6

(Contd.)

11.	1.8	2.8	1.2	1.6
12.	2.4	2.9	1.4	1.5
13.	2.0	2.8	1.2	1.6
14.	2.1	2.7	1.5	1.2
15.	1.6	2.5	1.0	1.5
16.	2.3	2.9	1.4	1.5
17.	2.4	3.0	1.7	1.3
18.	1.9	2.5	1.3	1.2
19.	2.3	2.9	1.5	1.4
20.	1.8	2.8	1.1	1.7
21.	2.4	3.0	1.6	1.4
22.	1.8	2.7	1.1	1.6
23.	2.1	2.8	1.4	1.4
24.	2.6	3.0	1.6	1.4
25.	2.3	2.9	1.5	1.4
26.	2.1	2.8	1.4	1.4
27.	1.9	2.8	1.1	1.7
28.	2.5	3.0	1.3	1.7
29.	2.2	2.9	1.4	1.5
30.	2.8	3.1	1.9	1.2
31.	2.4	3.0	1.6	1.4
32.	2.4	3.0	1.3	1.7
33.	2.2	2.9	1.3	1.6
34.	2.0	2.9	1.2	1.7
35.	2.3	2.9	1.3	1.6
36.	2.0	2.9	1.2	1.7
37.	2.7	3.0	1.3	1.7
38.	2.1	2.9	1.3	1.6
39.	2.5	3.0	1.4	1.6
40.	1.1	2.3	1.0	1.2
41.	2.1	2.9	1.1	1.8
42.	2.1	2.9	1.3	1.5
43.	1.8	2.7	1.1	1.6
44.	2.3	2.9	1.6	1.3
45.	2.4	3.0	1.5	1.5
46.	2.0	2.6	1.3	1.3
47.	1.8	2.9	1.1	1.8
48.	1.9	2.8	1.2	1.6
49.	2.0	2.9	1.3	1.6
50.	2.2	2.7	1.3	1.4
51.	2.1	2.8	1.3	1.5
52.	1.7	2.6	1.0	1.6
53.	2.4	3.0	1.5	1.5
54.	1.8	2.7	1.1	1.6
55.	2.0	2.8	1.2	1.6
56.	2.3	2.9	1.3	1.6
57.	2.4	3.0	1.6	1.4
58.	2.2	2.9	1.3	1.6
59.	1.2	2.3	1.0	1.3
60.	2.4	3.0	1.7	1.3

In table 5 for each item median value and quartile deviations were found on a scale. Since the range of marks as given in table 3 is from 3 to 1, each item was scored on the following scale:

$$\begin{aligned} 2.5 &- 3.5 \\ 1.5 &- 2.5 \\ 0.5 &- 1.5 \end{aligned}$$

For example, for item No.1 in table 1, scores for three categories, i.e., 'Very often', 'Often' and 'Rarely' are 50, 36 and 14 respectively. We notice that the median (50 % of total score) i.e., 50 lie in the interval 1.5 - 2.5.

$$\therefore md = 1 + \left(\frac{N/2 - F}{f_m} \right) i = 1.5 + \frac{50-14}{36} = 2.5$$

$$Q_3 = 1 + \left(\frac{3n/4 - F}{f_q} \right) i = 2.5 + \frac{75-50}{50} = 3.0$$

$$Q_1 = 1 + \left(\frac{N/4 - F}{f_q} \right) i = 1.5 + \frac{25-14}{50} = 1.7$$

Thus md and Q_3Q_1 for each item of the questionnaire were calculated.

From table 5 those statements which gave high median value and low quartile deviation value were selected for the final form of the questionnaire. These statements with their serial number on the preliminary questionnaire are given below:

1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 14, 16, 17, 18, 19, 21, 23, 24, 25, 26, 29, 30, 31, 38, 40, 44, 45, 46, 50, 51, 53, 57, 59, 60.

The selected statements were then finally ranked according to their ranking on percentage of responses and their ranking in accordance with the highest median value and lowest quartile duration as given in Table 6.

Table 6

Rank of Different Items Through Percentage and
Scaled Median and Its Scaled Quartile Deviation

Item No.	Rank %	Rank Median	$Q_3 - Q_1$
1.	6	8	1.4
2.	7	9	1.3
3.	15	12	1.4
4.	23	22	1.5
5.	37	5	1.2
6.	5	2	1.3
7.	2	3	1.3
8.	25	23	1.4
9.	3	1	1.3
10.	45	41	1.6
11.	54	51	1.6
12.	33	13	1.5
13.	43	42	1.6
14.	39	34	1.2
15.	56	58	1.5
16.	26	24	1.5
17.	8	14	1.3
18.	48	48	1.2
19.	21	25	1.4
20.	60	52	1.7
21.	16	15	1.4
22.	53	53	1.6
23.	35	35	1.4
24.	11	7	1.4
25.	24	26	1.7
26.	56	36	1.4
27.	49	49	1.7
28.	13	10	1.7
29.	31	30	1.5
30.	1	4	1.2
31.	14	16	1.4
32.	28	17	1.7
33.	22	31	1.6
34.	12	43	1.7
35.	30	27	1.6
36.	44	44	1.7
37.	4	6	1.7
38.	38	37	1.6
39.	17	11	1.6
40.	58	60	1.2

41.	40	38	1.8
42.	42	39	1.5
43.	50	54	1.6
44.	20	28	1.3
45.	19	18	1.5
46.	47	45	1.3
47.	34	55	1.8
48.	52	50	1.6
49.	36	46	1.6
50.	29	32	1.4
51.	41	40	1.5
52.	55	57	1.6
53.	18	19	1.5
54.	51	56	1.6
55.	46	47	1.6
56.	27	29	1.6
57.	10	20	1.4
58.	32	33	1.6
59.	59	59	1.3
60.	20	21	1.3

The final ranking of these statements numbering 34 is given below according to their item number:

4, 7, 5, 6, 30, 24, 1, 2, 3, 12, 17, 21, 31, 45, 53, 57, 60, 4, 8, 16, 19, 25, 44, 29, 50, 14, 23, 26, 38, 51, 46, 18, 59, 40.

This final draft of 'Teachers' Morale Scale' consisting of 34 statements was prepared and then administered to 200 teachers of M.B. and D.B. to determine its reliability and validity. 175 questionnaires were got back properly filled.

Reliability of the Scale

Reliability is the most fundamental quality which any measuring instrument should possess. In order to find as to what extent the 'Teachers Morale Scale' developed by the

investigator possess this quality, split-half method was used. This method yield coefficient of internal consistency and indicate the degree to which each item of the test measure the same property as other items of the test measure.

A split-half reliability coefficient was found by correlating scores of the subjects on odd items of the form with their scores on even items. The reliability was calculated by using the scores of 175 teachers on the 34 test items of the scale. The coefficient of correlation was calculated by the following formula:

$$r_{xy} = \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

In this formula x and y are obtained scores of odd and even items respectively. $\sum x^2$ and $\sum y^2$ are the sums of the squared x and y values and N is the number of cases. From Appendix A, values obtained for these components are:

$$\begin{aligned}\sum x &= 7385 \\ \sum y &= 7338 \\ \sum x^2 &= 317817 \\ \sum y^2 &= 314527 \\ \sum xy &= 315921\end{aligned}$$

By putting these values in the above formula we get:

$$\begin{aligned}r_{xy} &= \frac{175 \times 315921 - 7385 \times 7338}{[175 \times 317817 - (7385)^2][175 \times 314527 - (7338)^2]} \\ &= .96\end{aligned}$$

Since application of split-half method utilises scores of half the test to find correlation with scores of its another half part, the reliability obtained is reliability of the half test. To obtain an estimate of the reliability of the total test it is necessary to correct or step-up the half test correlation to the expected full length values. This is done by Spearman-Brown prophecy formula:

$$r = \frac{2 \times \text{reliability of half test}}{1 + \text{reliability of half test}}$$

Applying this formula we get:

$$\text{reliability} = \frac{2 \times .96}{1 + .96} = \frac{1.92}{1.96} = .98$$

.98 is very high reliability. So this scale is most reliable.

Validity of the Scale

Validity of the scale was determined by means of Judgment method (Garret, p.335). The education officers in case of D.B. schools and superintendent of education in case of M.B. schools, were asked to give a list of ten schools in such a manner that in 5 schools, according to their judgement, the morale of teachers is very high and in other 5 schools the morale is very low. Both these officers gave a list of ten schools each. Out of these schools the investigator selected at random 5 schools with high morale and 5 with low morale. The teachers' Morale Scale was then administered to

teachers of these schools by the investigator himself. Scoring was done and mean scores were calculated as given in Appendix B.

From Appendix B we get the following scores:

$N_1 = 23$	$N_2 = 23$
Σx (with high morale) = 2088	Σy (with low morale) = 1710
$\Sigma x^2 = 191536$	$\Sigma y^2 = 129446$
Mean = 90.78	Mean = 74.35
$\sigma_x = 9.31$	$\sigma_y = 10.01$

$$\therefore \sigma_{Dxy} = \sqrt{\frac{\sigma_x^2}{N_1} + \frac{\sigma_y^2}{N_2}} = \sqrt{\frac{(9.31)^2}{23} + \frac{(10.01)^2}{23}} = 2.85$$

$$\text{Difference in Means} = 90.78 - 74.35 = 16.43$$

$$t = \frac{16.43}{2.85} = 5.76 \text{ which is highly significant at .01 level, df being 42.}$$

This highly significant difference in the mean scores of 'high morale' and 'low morale' schools shows that the scale is valid also.

Description of
Leaders' Behaviour Description Questionnaire
(LBDQ)

Hemphill and Coons constructed the original form of this questionnaire and Halpin and Winner, in reporting the development of an Air Force adaptation of this instrument, identified initiating structure and consideration as two fundamental dimensions of leader's behaviour. Initiating structure refers to the leader's behaviour in delineating the relationship between himself and members of the work group, and in endeavoring to establish well defined patterns of organisation. Consideration refers to the behaviour indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.

The LBDQ is composed of a series of short, descriptive statements of ways in which leaders may behave. The members of a leader's group indicate the frequency with which he engages in each form of behaviour by checking one of the five adverbs: always, often, occasionally, seldom or never. Each of the keys to the dimensions contains 15 items and each item is scored on a scale from 4 to 0. Thus the theoretical range of scores on each dimension is from 0 to 60. Two items from dimension initiating structure, i.e., 3, 7 and 4 from dimension consideration are to be scored negatively.

The estimated reliability of 'initiating structure' and 'consideration' are .93 and .84 respectively according to Halpin and Winner.

Printing of Questionnaire

All the three questionnaires, i.e., OCDQ, LBDQ and Teachers' Morale Scale were got translated in Hindi with the help of experienced teachers of Hindi Department of this University. Since the OCDQ was to be administered to a larger population of teachers of M.B. and D.B. schools, it was decided to get it printed in bold letters so that there may be no difficulty in its reading. This printed questionnaire was then shown to the Basic Education Officer and Superintendent of M.B. schools of Aligarh who appreciated its getup.

The other two questionnaires -- LBDQ and Teachers' Morale Scale -- were got cyclostyled after getting the stencils cut by a good Hindi writer. The writing was in bold letters.

Administration of the OCDQ

The questionnaire was administered by the investigator himself in all the schools. Instructions for marking the questionnaire were clearly explained to the teachers. Teachers fully cooperated with the investigator in filling the questionnaire sincerely and seriously. The questionnaire

was administered in 165 D.B. and 60 M.B. schools. After rejecting those questionnaires which were half filled or improperly filled, 149 D.B. and 41 M.B. schools were finally selected for this study.

Scoring of the OCDQ

The scoring of the OCDQ was done with the same procedure as was adopted by Halpin and Croft and already discussed in this chapter. The responses of each individual teacher were distributed in eight categories by summing up the scores obtained on the group of questions relating to a given category. This was done on the individual teacher's filled questionnaire itself. These eight categories of the OCDQ pertain to eight dimensions of organisational climate as already explained in this chapter.

The scores of all teachers in each separate school and on each separate category were then summed up and a school mean found out. In this way for each school eight mean scores were obtained, one for each category. These 8 sets of scores for each separate school were then converted into standard scores normatively. The method of doing so was to pool together the mean scores of all the 149 D.B. schools and also 41 M.B. schools separately relating to any one dimension and standardizing them by applying the formula:

$$Z = 10 \left(\frac{X - \bar{X}}{\sigma} \right) + 50$$

These sets of normatively standardized scores of each school were then again standardised ipsatively. The method of doing so was to find mean of the 8 sets of normatively standardised scores for each separate school, subtract each score from this mean, square the result, sum the square values and divide the result by N that is 8 and find the square root.

In this way the raw scores of all the schools of M.B. and D.B. on each of the 8 dimensions were doubly standardized. These doubly standardised scores are given in Appendix C.

School profile and its climate

After standardized the scores as mentioned above profile for each school was prepared. Each school profile was then compared with the profile provided by Halpin and Croft given on previous pages. The purpose of this comparison was to determine the type of climate of the school. In doing so the similarity scores can be found out by computing the absolute difference between each sub-test score in school's profile and the corresponding score in the first prototype profile and then in the second one, and so on. Thus the score of each school was compared with those of each of the six prototypic profiles. In each instance the sum of the absolute difference was computed. On the basis of lowest difference score, climate type is decided. A low sum

indicates that the two profiles are highly similar, whereas a large sum shows that the profiles are dissimilar. Thus the organisational climate of each school was determined. The schools' profiles and their climate are given in Appendix C.

Scoring of Bio-data Questionnaire

The Bio-data Questionnaire which was printed on the first page (i.e., front page) of the OCDQ, information regarding the size of the school, teacher's age and qualification, was utilised. This was used in connection with only those teachers who belonged to either closed type of schools or open type of schools. This information was tabulated as follows:

Table 7

Age of Teachers in Open and Closed Climate
Schools

(M.B. Schools)

	Open climate	Closed climate
Below 30 years	4	8
30 - 40 years	14	26
41 - 50 years	14	19
51 + above	3	8
	35	61

Table 8

Qualifications of Teachers in Open and Closed
schools
(M.B. Schools)

		<u>Number of teachers</u>	
		<u>Open</u>	<u>Closed</u>
		<u>Climate</u>	<u>Climate</u>
Middle	...	3	17
High School	...	16	23
Inter.	...	8	13
B.A.	...	5	6
M.A.	...	3	2
		35	61

Table 9

Size of the Open and Closed Climate Schools
(D.B. Schools)

		<u>Number of Schools</u>	
<u>No. of students</u>		<u>Open</u>	<u>Closed</u>
		<u>Climate</u>	<u>Climate</u>
Below 100	...	2	2
100 - 200	...	16	11
201 - 300	...	15	18
301 - 400	...	9	8
401 and above	...	4	3
		46	42

Table 10Age of the teachers in Open and Closed Climate
Schools

(D.B. Schools)

	Open Climate	Closed climate
Below 30 years	32	20
30 - 40 years	199	170
41 - 50 years	29	49
51 - above	29	24
	319	263

Table 11Qualifications of Teachers in Open and Closed
Climate Schools

(D.B. Schools)

	Open climate	Closed climate
Middle	44	42
High School	146	87
Inter.	85	70
B.A.	25	32
M.A.	19	32
	319	263

The above information was utilised for comparing the size of the school, age and qualifications of teachers with open and closed climates.

Administration of LBDQ and Teachers' Morale Scale

Since the purpose of the study was to find out relationship between Administrative Leadership and Teachers' Morale with the extreme organisational climates, that is open and closed type, these questionnaires were administered to teachers in only open and closed climate schools. This work was also done by the investigator himself. Properly filled questionnaires from 25 open and 25 closed climate schools of D.B. and 6 open and 6 closed climate schools of M.B. schools were got back.

Scoring of LBDQ

Scoring of LBDQ was done with the same procedure as adopted by Halpin and Winner. 4 marks were given if the item is marked 'always', 3 marks for 'often', 2 marks for 'occasionally' 1 mark for 'seldom' and 0 for 'never'. Total marks for each of the two dimensions, i.e., 'Initiating Structure' and 'Consideration' were calculated for each questionnaire. Total marks of all the questionnaires of D.B. and M.B. on both these dimensions for open and closed climate schools were calculated. After this average and standard deviation on both these dimensions for open and closed climate schools were calculated separately for D.B. and M.B. schools.

These scores together with their averages and standard deviations are given in Appendix D.

Scoring of Teachers' Morale Scale

The frequencies of different responses were recorded on a 3 point scale, i.e., 'Very often', 'Often' and 'Rarely'. Three marks were given for 'Very often', two marks for 'Often', and one for 'Rarely'. Total marks for each questionnaire were found out. Average and standard deviation were calculated for open and closed climate schools of D.B. and M.B. on this scale. This is given in Appendix E.

Statistical Treatment of the Data

Statistical treatment was given to the data thus collected for comparing closed and open type of schools, M.B. and D.B. schools, on leadership behaviour and teachers' morale. Means and S.D. of different groups were found out and compared with the help of 't' test and χ^2 test. The results thus obtained were tested for their significance, the level of significance being .05. The formula for computing 't' and χ^2 are given below:

$$S.D. = \sqrt{\frac{(X_1 - M_1)^2 + (X_2 - M_2)^2}{(N_1 - 1) + (N_2 - 1)}}$$

$$SED = SD \sqrt{\frac{N_1 + N_2}{N_1 N_2}}$$

$$'t' = \frac{(M_1 - M_2) - 0}{SED}$$

where

M_1 = Mean of one group,

M_2 = Mean of other group.

N_1 = Number of cases of one group.

N_2 = Number of cases of other group.

$\sum (x_1 - M_1)^2$ = Sum of the squares of the deviations of
the scores from the mean for one group.

$\sum (x_2 - M_2)^2$ = Sum of the squares of the deviations of
the scores from the mean for other group.

For computing χ^2 , the method used by Garretts, (Statistics in Psychology and Education, Table 33, p.263) was used.

Chapter IV

PRESENTATION AND ANALYSIS OF DATA

In the previous chapter, plan and procedure of the study was discussed. The present chapter deals with the presentation, analysis and interpretation of the data of Municipal Board and District Board schools.

Municipal Board Schools

Out of about 100 schools, 41 schools were selected for this study. Of these 41 schools, 20 are boys' schools and 21 are girls' schools. All these schools are primary schools.

Regarding Leadership Behaviour Description Questionnaire and 'Teachers' Morale Scale', since the data was to be collected from open and closed climate schools only 6 open and 6 closed climate M.B. schools were selected.

The data thus obtained from these schools was analysed and the tables, diagrammes, graphs along with interpretations, are given in the following pages.

Table 12

Description of M.B. schools according to their organisational climate

Organisational climate	GIRLS' SCHOOL		BOYS' SCHOOL		TOTAL	
	No. of schools	%	No. of schools	%	No. of schools	%
Open	2	9.5	5	25.0	7	17.1
Autonomous	4	19.1	0	0.0	4	9.8
Controlled	3	14.3	5	25.0	8	19.5
Familiar	3	14.3	2	10.0	5	12.2
Paternal	2	9.6	4	20.0	6	14.6
Closed	7	33.3	4	20.0	11	26.8

1. The percentage of boys' open climate schools is more than the girls' open climate schools.
2. Almost every third girls' school is of closed climate whereas every fifth boys' school is of closed type.
3. The overall percentage of closed climate schools is $1\frac{1}{2}$ times that of the open climate schools.

Table 13

Correlation among eight sub-tests as calculated in APPENDIX F

Disengage- ment	Hinderance	Esprit	Intimacy	Alloofness	Production Emphasis	Thrust	Considera- tion
I	1.00	0.26	0.43	0.44	-0.11	0.00	0.14
II	1.00	-0.21	0.00	0.00	0.00	-0.27	0.00
III		1.00	0.03	0.41	0.53	0.48	0.44
IV			1.00	0.39	0.30	0.33	0.37
V				1.00	0.49	0.04	0.38
VI					1.00	0.78	0.75
VII						1.00	0.79
VIII							1.00

1. There is a very high correlation between thrust and consideration between thrust and production emphasis and between production emphasis and consideration.
2. There is fair correlation between esprit and production emphasis, between aloofness and production emphasis and between esprit and thrust.
3. There is negative correlation between Hinderance and Esprit, between Disengagement and production Emphasis and between Hinderance and Thrust.
4. The above findings indicate that the OCDQ is reliable in Indian conditions.

Table 14

Significance of Difference Between Means of Female and Male Teachers' Responses on Eight Sub-tests

	Disengage- ment	Hinderance	Esprit	Intimacy	Alloofness	Production Emphasis	Thrust	Considera- tion
Average: Females	19.11	23.88	25.79	24.13	24.44	29.34	28.12	28.03
S.D. : Females	5.59	3.84	5.15	5.95	2.94	7.69	7.49	6.84
Average: Males	18.24	23.32	24.80	23.17	22.96	27.13	26.90	25.70
S.D. : Males	4.99	4.63	4.30	4.90	3.86	4.44	4.72	6.65
Difference in Average	0.87	0.56	0.99	0.96	1.48	2.21	1.22	2.33
σ^2_D	0.678	0.558	0.640	0.693	0.451	0.781	0.782	0.869
t	1.283	1.000	1.639	1.385	3.281	2.829	1.560	2.681
	N.S.	N.S.	N.S.	N.S.	S.at .01	S.at .01	N.S.	S.at .01
df =	243							

1. The mean score of girls schools was found to be high on aloofness as compared to boys schools. The difference is significant at 0.01 level.
2. In case of Production Emphasis and Consideration, the scores of girls schools was found to be very high as compared to boys schools.
3. There is more Disengagement, Esprit, Intimacy and Thrust in girls schools as compared to the boys schools but the difference has not come out to be significant.

Table 15

Significance of Difference between means of respondents of open and closed climate schools on the eight sub-tests

	Disengage- ment	Hinderance	Esprit	Intimacy	Alloofness	Production Emphasis	Thrust	Considera- tion
Average : Open	17.57	20.54	28.94	24.31	24.65	33.40	32.77	32.40
Average : Close	23.10	25.53	25.40	24.93	26.17	25.25	24.57	23.48
Difference in Averages	5.53	4.79	3.54	0.62	1.52	8.15	8.20	8.92
σ_D	0.83	1.02	1.22	0.74	1.01	1.49	1.16	1.43
t	6.66	4.69	2.90	0.83	1.60	5.46	7.06	6.23
df = 94	S.at.01	S.at .01	S.at .01	N.S.	N.S.	S.at .01	S.at .01	S.at .01

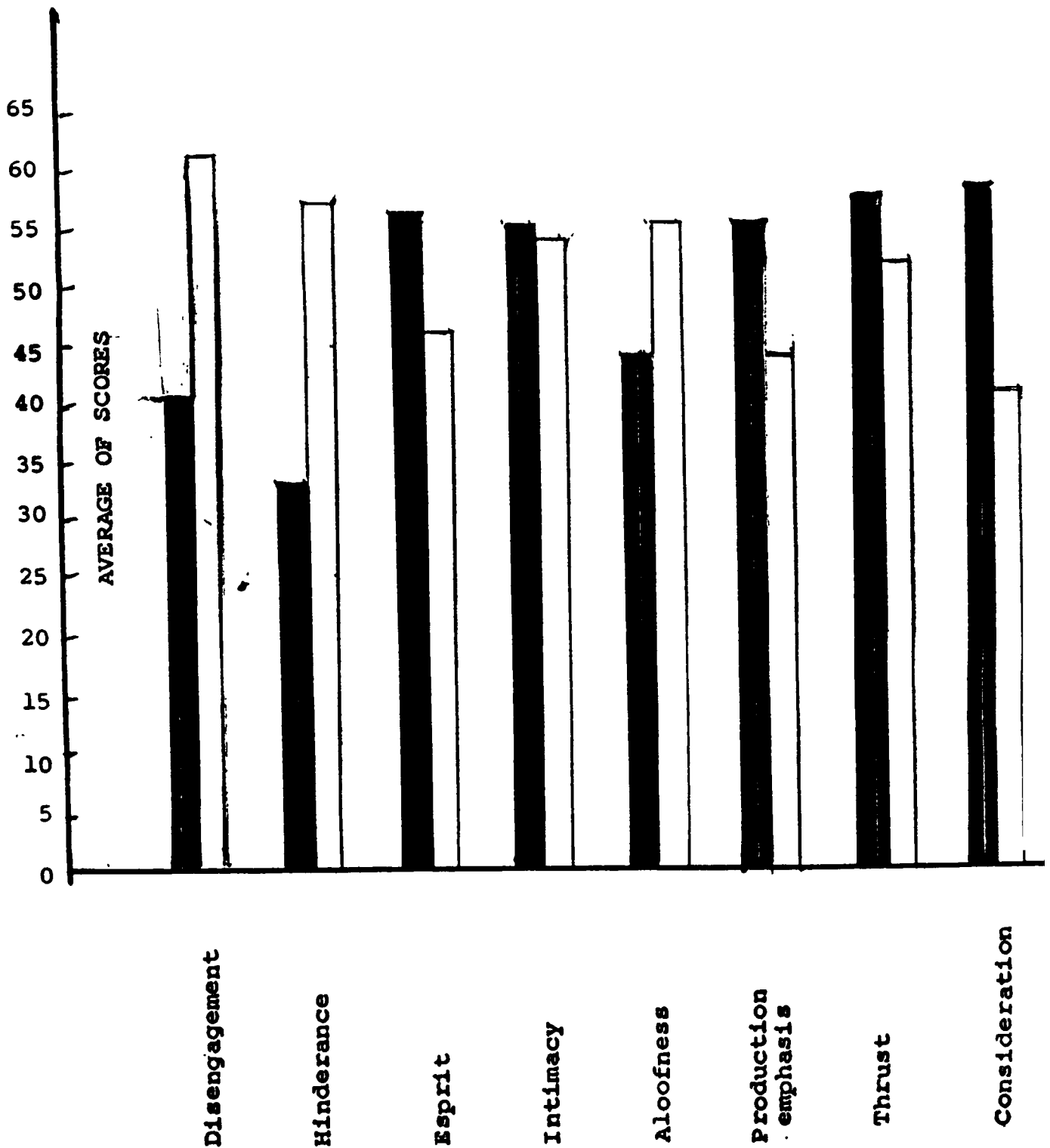
1. There is significant difference between the responses of teachers of open and closed climate schools on the eight sub-tests except on aloofness and Intimacy where no significant difference is found.
2. As expected there is more Disengagement and Hinderance in closed climate schools as compared to open climate schools.
3. There is more Esprit among teachers of open climate schools as compared to closed climate schools.
4. Production Emphasis, Thrust and Consideration is more in open climate schools as compared to closed one.
5. The attached Bar Diagram No. 1 and Graph No. 1 testify to the above findings.

Comparison of M.B. Open & Closed type of Schools on each dimension of Organisational climate.

M.B.schools



D.B.schools



PROFILE GRAPH 1

155

Comparison of M.B. Open & Closed Climate
schools on Eight sub-tests

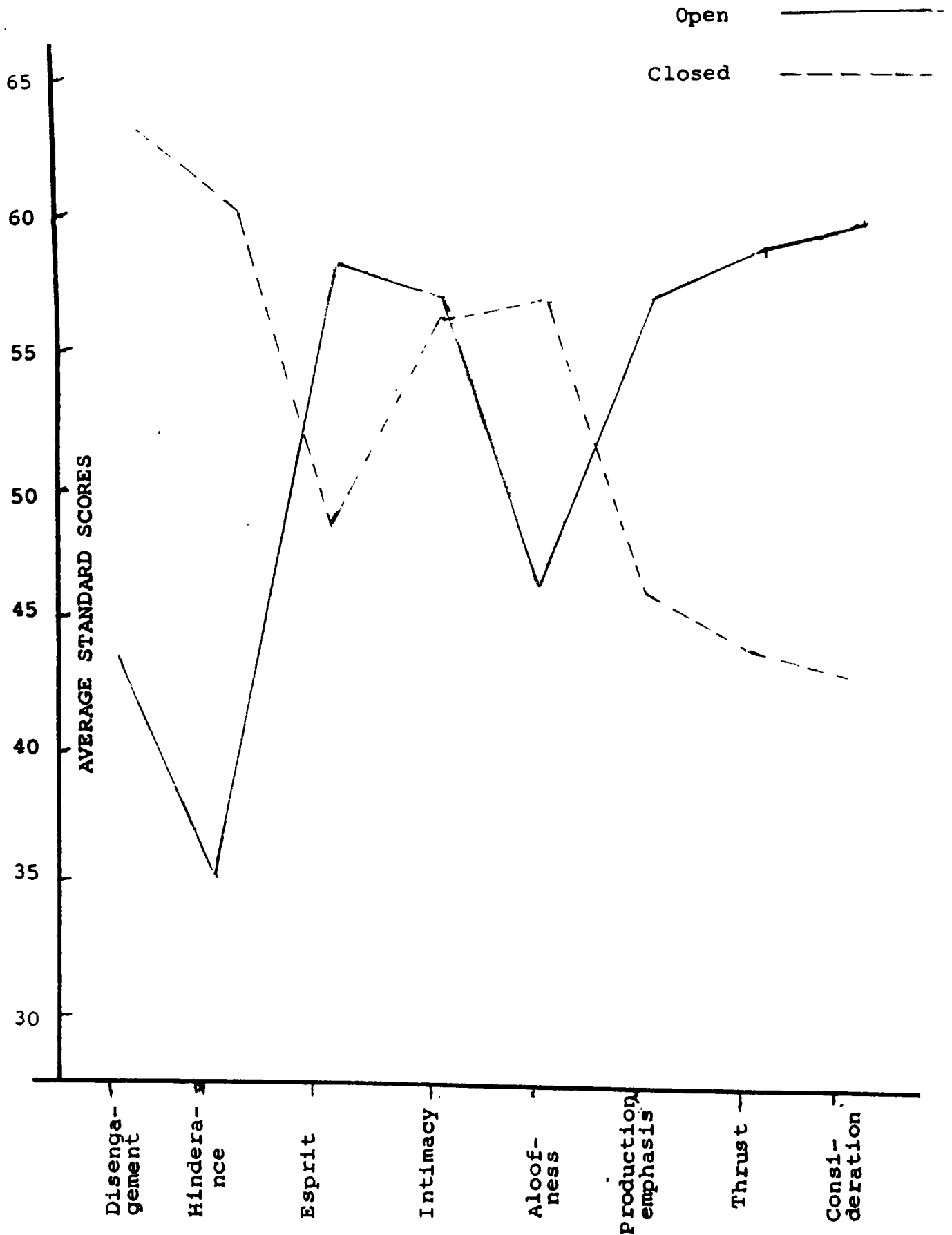


Table 16

Significant Differences Between Means of Female and Male Responses of closed climate schools on eight sub-tests

	Engage- ment	Distance	Esprit	Intimacy	Alloofness	Production Emphasis	Thrust	Considera- tion
Average: Male	22.56	24.36	24.44	23.36	24.46	23.15	22.85	21.90
Average: Male	23.00	25.91	25.93	25.82	24.64	27.82	26.50	25.23
Difference in Averages	0.44	1.55	1.51	2.46	0.18	4.67	3.65	3.33
σ_D	1.34	1.27	1.05	1.48	0.90	1.68	1.37	1.75
t	0.33	1.22	1.44	1.66	0.20	2.78	2.66	1.90
df = 59	N.S.	N.S.	N.S.	N.S.	N.S.	S.at .01	S.at .05	N.S.

Male Principals lay more emphasis on Production and Thrust as compared to female principals even in closed climate schools.

Table 17

Significance of Difference Between Means of Female Respondents in open and closed climate schools on eight sub-tests

	Disengage- ment	Hinderance	Esprit	Intimacy	Alloofness	Production Emphasis	Thrust	Considera- tion
Average: Open	19.61	20.46	33.23	29.38	27.23	39.23	39.38	39.38
Average: Close	22.56	24.36	24.44	23.36	24.46	23.15	22.85	21.90
Difference in Average	2.95	3.90	8.79	6.02	2.77	16.08	16.53	17.48
σ_D	0.95	1.14	1.16	1.28	0.76	0.95	0.92	0.92
t	3.11	3.42	7.58	4.70	3.64	16.93	17.98	19.00
df = 50	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.

1. There is significant difference on the eight sub-tests.

2. There is more Disengagement and Hinderance in closed climate schools.

3. There is significantly more Esprit, Intimacy, Production Emphasis, Thrust and Consideration in open climate schools.

Table 18

Significance of Age (Open vs Closed)

	Below 30 years	30 - 40 years	41 - 50 years	50 yrs. & above
Open	4 (4.37)	14 (14.58)	14 (12.03)	3 (4.01)
Closed	8 (7.62)	26 (25.41)	19 (20.96)	8 (6.98)
Total	12	40	33	11
				96

$\chi^2 = 0.96$ P lies between .90 to .80
df = 3 Not significant

There is no significant difference in open and closed climate schools as far as teachers' age is concerned. Though there are more older teachers in closed climate schools as compared to open one, this difference is not significant.

Table 19

Significance of Qualifications
(Open vs closed)

	High School and below	Inter.	B.A. and above
Open	19 (21.51)	8 (7.65)	8 (5.83) 35
Closed	40 (37.49)	13 (13.35)	8 (10.17) 61
Total	59	21	16 96

$\chi^2 = 1.83$ From table χ^2 lies between 0.50 and 0.30
 df = 2 Not significant.

Teachers' qualifications do not make any effect in determining the climate of a school.

ANALYSIS OF DATA RELATING TO LBDQ AND TEACHERS' MORALE SCALE

Table 20

Significance of Difference between Initiating
structure and Consideration in MB open schools

Average initiating structure	50.30
Average consideration	52.39
σ initiating structure	8.11
σ consideration	4.83
σ_D	1.64
Difference in averages	2.09
df = 12	t = 1.27 (not significant)

There is on an average more consideration as compared to initiating structure, but this difference is not found to be significant on applying 't' test.

Table 21

Significance of Difference between initiating
Structure and Consideration in M.B. Closed schools

Average initiating structure	41.24
Average consideration	38.07
σ initiating structure	5.02
σ consideration	6.87
σ_D	1.47
Difference in averages	3.17
df = 20	t = 2.16 (significant at 0.05 level)

There is significantly more initiating structure as compared to consideration in M.B. closed schools.

Table 22

Significance of Difference Between M.B. Open
and Closed Climat Schools on Initiating
Structure, Consideration and Teacher
Morale

	Initiating structure	Consideration	Teacher Morale
Open Schools: Average	50.30	52.39	89.50
Closed Schools: Average	41.24	38.07	78.09
Open Schools: σ	8.11	4.83	23.16
Closed Schools: σ	5.02	6.87	11.24
σ_D	1.65	1.45	4.47
Difference in Averages Open and Closed	9.06	14.32	11.41
t =	5.49	9.87	2.50
df = 16	Sig. at .01 level	Sig. at .01 level	Sig. at .05 level

1. There is significantly more initiating structure and consideration in open climate schools as compared to closed one.
2. Teacher morale is higher in open climate schools as compared to closed one.

District Board Schools

Questionnaires (OCDQ) were got back properly filled from the teachers of 149 district board schools. These schools were either primary or junior high schools and represented different areas of Aligarh District. For LBDQ and 'Teachers' Morale Scale', the data was collected from 25 open and 25 closed climate schools.

The data thus collected from these schools was analysed and tables, diagrams and graphs together with interpretations are given in the next pages.

Table 23

Description of Schools with respect to their Organisational Climate

Type of Climate	Number of Schools	Percentage
Open	46	30.9
Autonomous	9	6.0
Controlled	24	16.1
Familiar	9	6.0
Paternal	19	12.8
Closed	42	28.2
	149	

1. 30.9 % schools are of open climate whereas 28.2 % schools are of closed climate type. This shows that more than half the total number of schools are either open or closed type.
2. The number of open and closed type of schools are approximately same.
3. A good number of schools, i.e., 16.1 % and 12.8 % are controlled and paternal type respectively.

Table 24

Significance of difference between means of respondent of Open and Closed climate District Board schools on eight sub-tests.

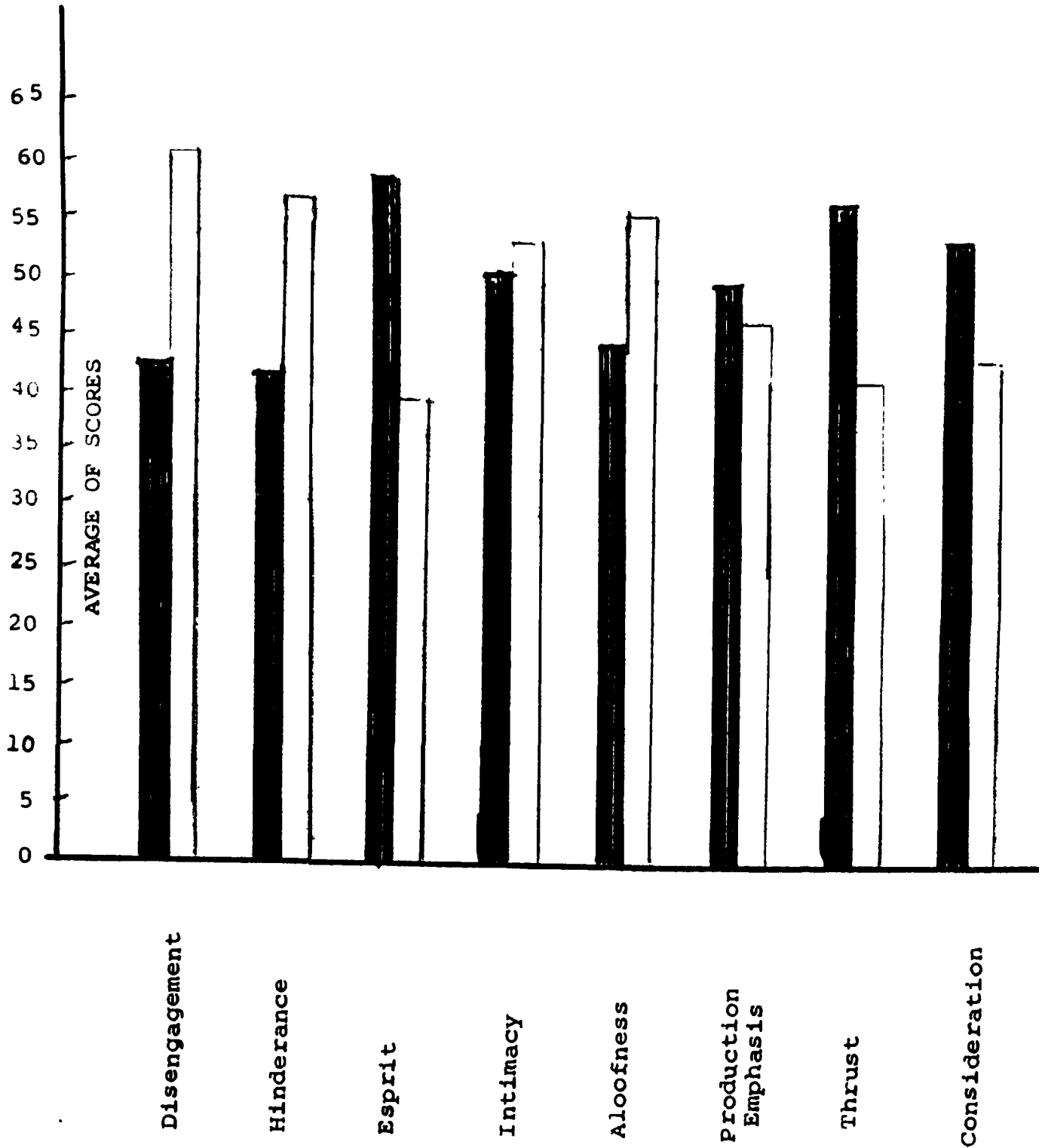
	Disengage- ment	Hinderance	Esprit	Intimacy	Aloofness	Production emphasis	Thrust	Considera- tion
Average open	17.04	22.03	29.67	23.34	22.81	31.41	32.33	32.06
σ Open	2.28	6.37	2.55	4.91	5.30	9.40	4.73	5.83
Average Closed	19.35	24.29	23.08	23.57	24.82	25.37	23.77	23.46
σ Closed	4.51	1.04	5.34	2.15	4.73	5.63	5.77	7.07
Difference	2.31	2.26	6.59	0.23	2.01	6.04	8.56	8.60
σ ² D	306	.363	.360	.304	.417	.632	.444	.546
t	7.549	6.225	18.305	0.756	4.820	9.556	19.279	15.750
df = 86	S.at .01	S.at .01	S.at .01	N.S.	S.at .01	S.at .01	S.at .01	S.at .01

1. There is no significant difference on Intimacy between the responses of teachers of open and closed climate schools. On the remaining seven sub-tests the difference has come out to be very significant.
2. There is more disengagement, hinderance and aloofness in closed climate schools as compared to open climate schools.
3. There is more esprit, production emphasis, thrust and consideration in open climate schools as compared to closed climate schools.
4. The attached graph No.2 and Bar Diagram No. 2 also support the above findings.

Comparison of D.B. Open & Closed
Schools on each dimension of
Organisational Climate.

M.B.schools

D.B.schools



Comparison of D.B. Open & Closed schools
on Eight Sub-tests

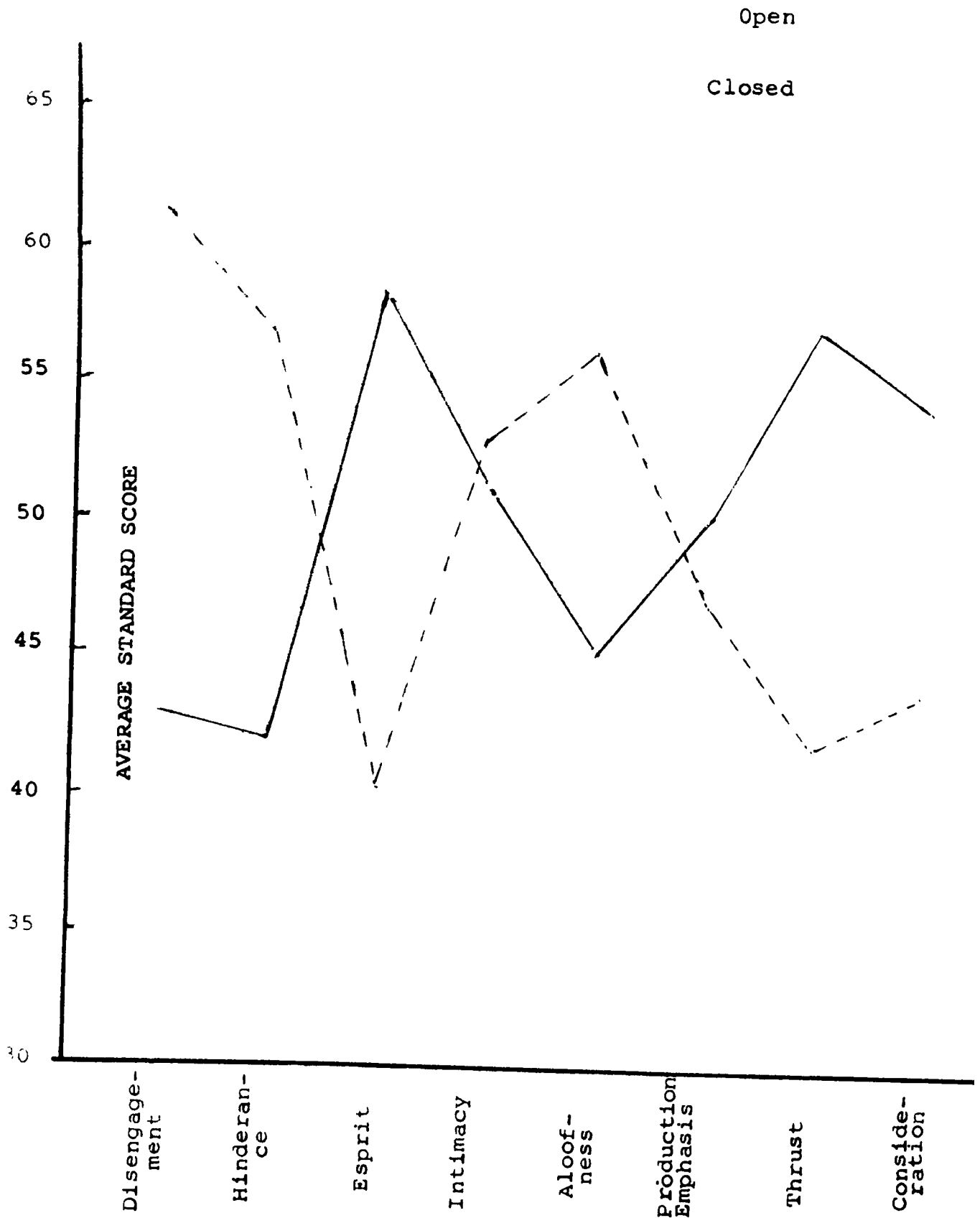


Table 25

Significance of Teaching Experience in Open and Closed Climate
Schools

	Below 10 years	10 - 20 years	21 - 30 years	31 years & above
Open	105 (108.2)	155 (157.4)	43 (40.0)	16 (13.2)
				319
Close	51 (47.8)	72 (69.6)	15 (17.8)	3 (5.80)
				141
	156	227	58	19
				460

$$\chi^2 = 3.035$$

df = 3 P lies between .50 and .30

In open climate schools there are more teachers with higher teaching experience than in closed climate schools. But when χ^2 test was applied, the difference has not come out to be significant.

Table 26

Significance of Size of School in Open and Closed
Climate

	Below 100 students	100 - 200 students	201 - 300 students	301 - 400 students	401 and above
Open	2 (2.1)	16 (14.1)	15 (17.3)	9 (8.9)	4 (3.7)
Close	2 (1.9)	11 (12.9)	18 (15.8)	8 (8.1)	3 (3.3)
	4	27	33	17	7
					88

$\chi^2 = 1.208$

df = 4 P lies between .90 and 80.

Size of the school does not have any influence in determining the climate of a school.

Table 27

Significance of Teachers age in open and closed climate schools

	Below 30 years	30 - 40 years	41 - 50 years	50 years and above
Open	32 (28.50)	199 (202.3)	59 (59.2)	29 (29.0)
				319
Close	20 (23.5)	170 (166.7)	49 (48.8)	24 (23.9)
				263
	52	269	108	53
				582

$\chi^2 = 1.068$

df = 3 P lies between .80 and .70

Age of the teacher does not play any part in determining the type of organisational climate in a school.

Table 28

Significance of Teachers' Qualifications in Open and Closed
Climate Schools

	Middle	High School	Inter.	B.A.	M.A.
Open	44 (47.1)	146 (127.7)	85 (84.9)	25 (31.2)	19 (27.9)
Close	42 (38.9)	87 (105.8)	70 (70.0)	32 (25.8)	32 (23.0)
	86	233	155	57	51
					582

$$\chi^2 = 13.401$$

df = 4 Significant at .01 level

The larger the number of high school and intermediate trained teachers the more closely it is to the open climate. The larger the number of graduate and post-graduate teacher the more closely it is related to closed climate.

Table 29

Significance of difference between District Board's
'Open' and 'Closed' Schools on Initiating Structure

	<u>Open schools</u>	<u>Closed Schools</u>
Σx	5972	4553
Average	48.553	37.016
Σx^2	293906	175696
σ	5.664	7.631

Difference in Ave-
rages (Open & Closed) 11.537

$$\sigma_D(\text{open} \div \text{closed}) = 0.857$$

$$'t' = 13.46$$

df = 86 't' value is significant at .01 level.

There is significantly high 'initiating structure' in open schools as compared to closed.

Table 30

Significance of difference between District Board's
'Open' and 'Closed' Schools on Consideration.

	<u>Open schools</u>	<u>Closed Schools</u>
Σx	6171	4166
Average	50.171	33.870
Σx^2	311511	158418
σ	3.935	11.865
Difference in averages	= 16.301	
σ_D	= 1.127	
t	= 14.46	
df	= 86	Significant at .01 level

There is significantly high 'consideration' in open schools as compared to closed.

Table 31

Significance of Difference Between District Board's
'Open' and 'Closed' schools on 'Teachers' morale'

	<u>Open schools</u>	<u>Closed schools</u>
Σx	11105	9569
Average	90.285	77.797
Σx^2	988919	594009
σ	10.554	34.972
Difference in averages	12.488	
σ_D	= 3.294	
t	= 3.79	
df	= 86	Significant at .01 level.

Teachers' morale is significantly very high in open schools as compared to closed climate schools.

Table 32

Significance of difference between 'Initiating Structure'
and Consideration in D.B. open climate schools

Average consideration	= 50.171
Average Initiating structure	= 48.533
σ Consideration	= 3.935
σ Initiating Structure	= 5.664
σ_D	= 0.61
Difference in Averages	= 1.638
t	= 2.69
df	= 86

't' value is significant at .01 level.

There is more consideration as compared to initiating structure in D.B. open climate schools.

Table 33

Significance of Difference between Initiating
structure and Consideration in District
Board Closed schools

Average Initiating structure	=	37.016
Average consideration	=	33.870
σ Initiating structure	=	7.631
σ Consideration	=	11.865
σ_D	=	1.26
df	=	81
Difference in average of Initiating structure and Consideration	=	3.146
σ_D	=	1.26
t	=	2.50 (Sig.at .02 level)

In District Board closed climate schools, there is more initiating structure as compared to consideration.

Comparative presentation of Organisational climate,
Leadership behaviour and Teachers' Morale in
Municipal Board & District Board schools

The tables given below give a comparative picture of Municipal Board and District Board schools as far as Organisational climate and Leadership behaviour of the Principals' and Teachers' morale is concerned.

Table 34

Comparison of Organisational Climate in M.B. and
D.B. schools

Type of Climate		D.B. school (%)	M.B. school (%)
Open climate	...	30.9	17.1
Autonomous climate	...	6.0	9.8
Controlled climate	...	16.1	19.5
Familiar climate	...	6.0	12.2
Paternal climate	...	12.8	14.6
Closed climate	...	28.2	26.8

Findings

- (1) There are more open climate schools in District Boards as compared to Municipal Boards. Approximately 1/3rd of D.B. schools are of an open climate as compared to 1/6th of M.B. schools. This means that climate of rural schools is better than urban schools.
- (2) There are more autonomous climate schools in M.B. as compared to D.B. schools. The number of such M.B. schools is $1\frac{1}{2}$ times that of D.B. schools.
- (3) There are more schools with familiar climate in M.B. as compared to D.B. The number of such M.B. schools is double that of D.B. schools.
- (4) District board has a bit more closed type of schools as compared to M.B.
- (5) Paternal and controlled climate schools are more in M.B. as compared to D.B.
- (6) Majority of D.B. schools have either open or closed climate.

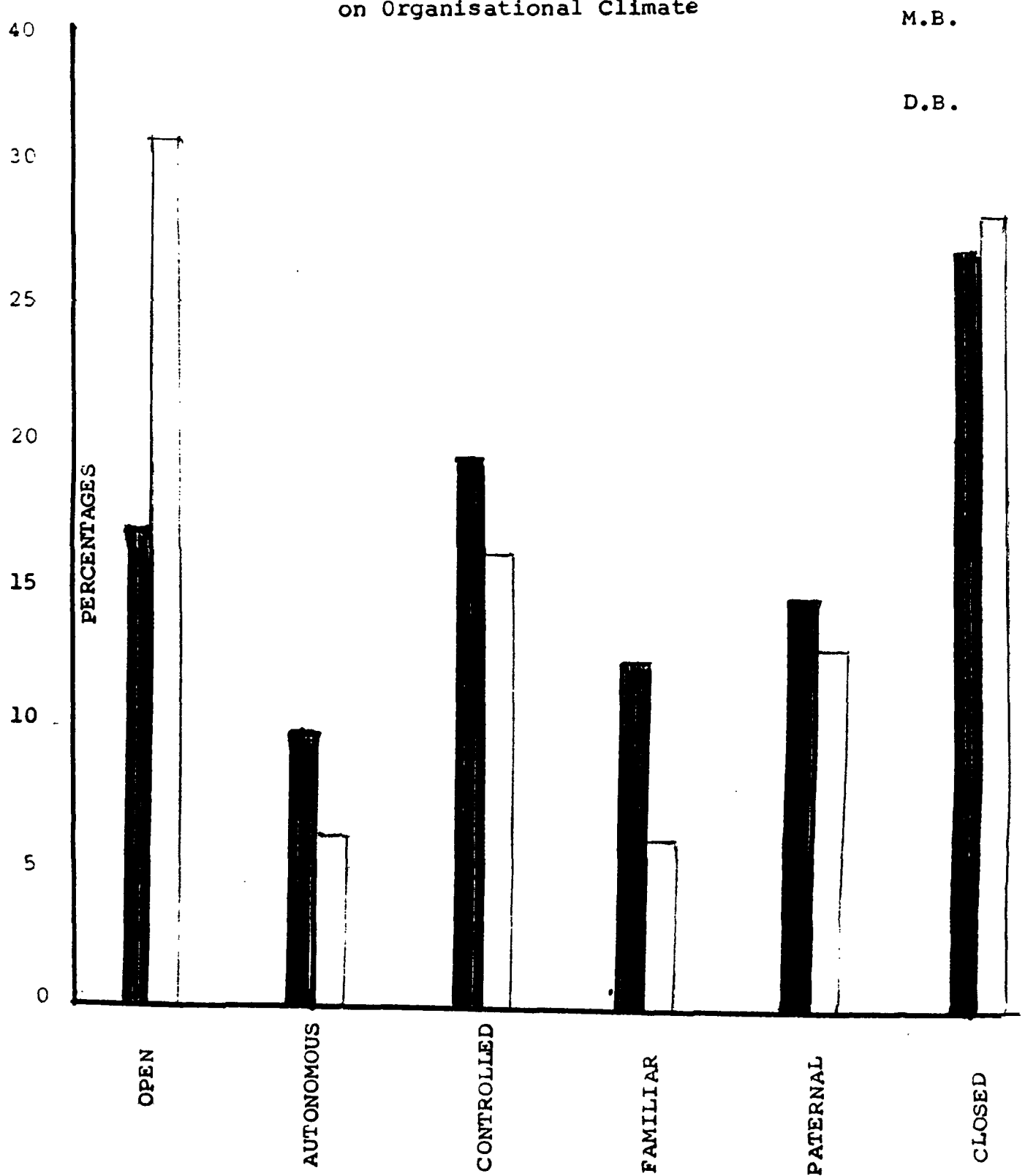
Percentages of M.B. and D.B. schools
on Organisational Climate

Table 35

Significance of difference between Means of D.B. and M.B. schools
on eight sub-tests

	Disengage- ment	Hinderance	Esprit	Intimacy	Alloofness	Production emphasis	Thrust	Considera- tion
D.B. average	17.41	23.50	26.82	23.21	23.73	29.89	28.93	28.84
M.B. average	18.70	23.60	25.40	23.70	23.80	28.40	26.70	27.00
Difference	1.29	0.10	1.42	0.49	0.07	1.49	2.23	1.84
σ D.B.	4.22	3.85	2.61	2.76	3.05	5.43	4.14	5.16
σ M.B.	4.43	2.58	3.15	3.29	2.32	5.47	4.73	4.45
Combined o	0.313	0.206	0.218	0.242	0.177	0.390	0.330	0.329
t	4.12	0.48	6.51	2.02	0.39	3.82	6.75	5.59
df = 1207	S.at .01	N.S.	S.at .01	S.at .05	N.S.	S.at .01	S.at .01	S.at .01

1. There is significantly more Disengagement and more intimacy in M.B.Schools as compared to D.B. schools.
2. There is significantly less production emphasis, thrust and consideration in M.B. schools as compared to D.B. schools.
3. Bar diagram 4 confirms the above findings.

Comparison of M.B. & D.B. schools on
each dimension of Organisational
Climate

M.B.schools

D.B.schools

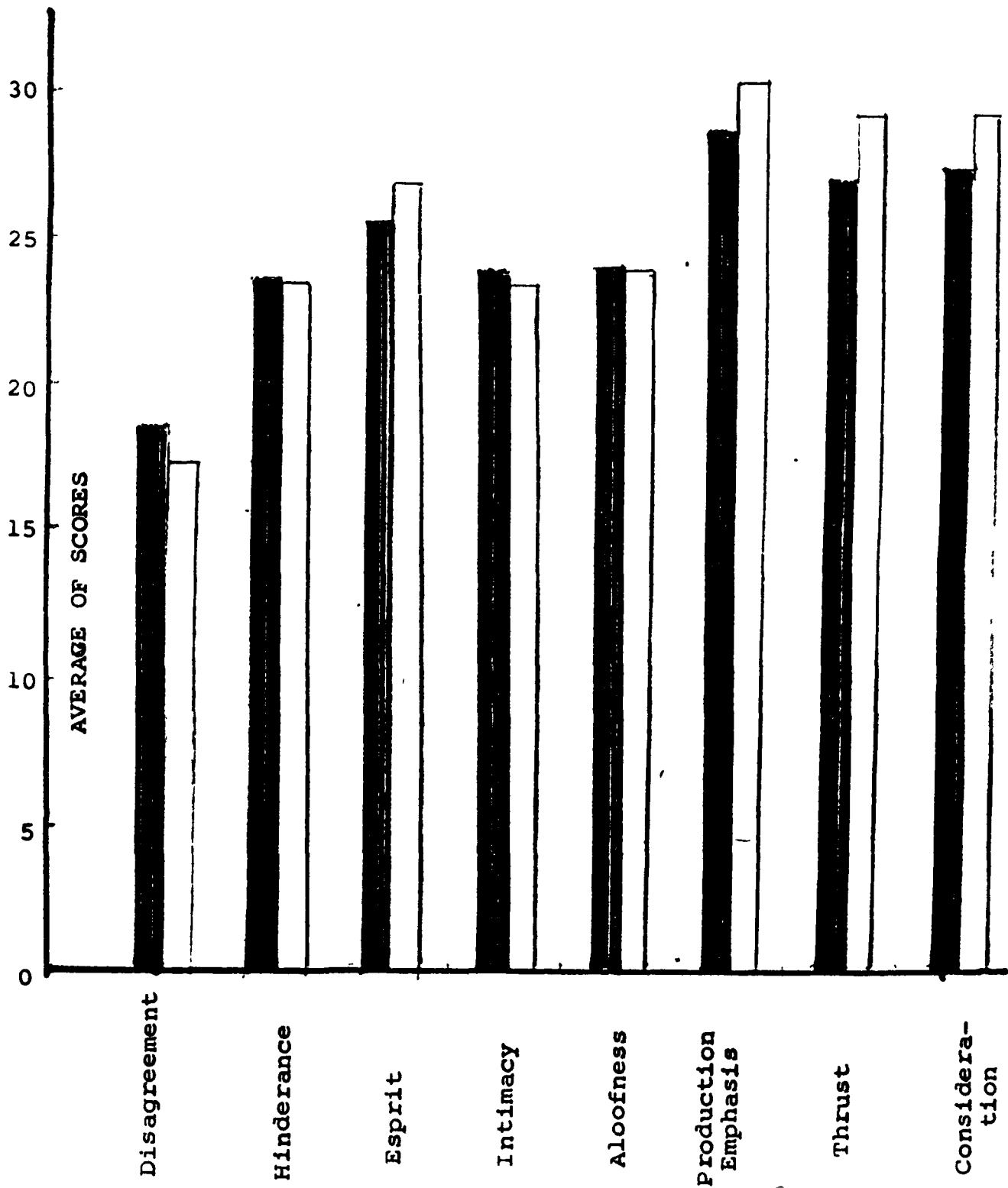


Table 36

Significance of difference between means of D.B. and M.B. Open schools
on eight sub-tests

	Disengage- ment	Hinderance	Esprit	Intimacy	Aloofness	Production emphasis	Thrust	Considera- tion
Average: D.B. Schools	17.04	22.03	29.67	23.34	22.81	31.41	32.33	32.06
Average: M.B. schools	17.57	20.54	28.94	24.31	24.65	33.40	32.77	32.40
Difference in average	0.53	1.49	0.73	1.97	1.84	1.99	0.44	0.34
σ D.B. schools	2.28	6.37	2.55	5.30	4.91	9.40	4.73	5.83
σ M.B. schools	3.72	4.40	6.56	3.84	3.65	7.65	5.42	7.42
Combined σ	0.640	0.825	1.118	0.714	0.675	1.396	0.953	1.296
t	0.828	1.806	0.652	1.330	2.720	1.425	0.461	0.262
df = 350	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.

There is no significant difference on eight sub-tests as far as M.B. and D.B. open climate schools are concerned. Though from the table and Profile No.3 we find that there is more hinderance in D.B. schools as compared to M.B. schools. Also there is more production emphasis, aloofness in M.B. open schools as compared to D.B. open schools.

Table 37

Significance of difference between means of D.B. and M.B. closed climate schools on eight sub-tests

	Disengage- ment	Hinderance	Esprit	Intimacy	Aloofness	Production emphasis	Thrust	Considera tion
Average D.B.Schools	19.35	24.29	23.08	22.81	23.57	25.37	23.77	24.46
Average M.B.Schools	23.10	25.53	25.40	24.93	26.17	25.25	24.57	23.48
Difference in averages	3.75	1.24	2.32	2.12	2.60	0.12	0.80	0.98
σ D.B. schools	4.51	1.04	5.34	4.73	2.15	5.63	5.77	7.07
σ M.B. schools	4.26	5.48	3.98	6.04	3.24	5.91	5.57	6.37
Combined σ	.613	.704	.608	.588	.435	.833	.798	.923
t =	6.11	1.76	3.81	3.60	5.97	0.14	1.00	1.06
df = 318	Sig.	N.S.	Sig.	Sig.	Sig.	N.S.	N.S.	N.S.

1. There is more disengagement, esprit, intimacy among teachers in M.B. closed schools as compared to D.B. closed schools.
2. Principals remain more aloof in M.B. closed schools as compared to D.B. closed schools.

Comparison of D.B. & M.B. Open and Closed Climate schools on Eight sub-tests

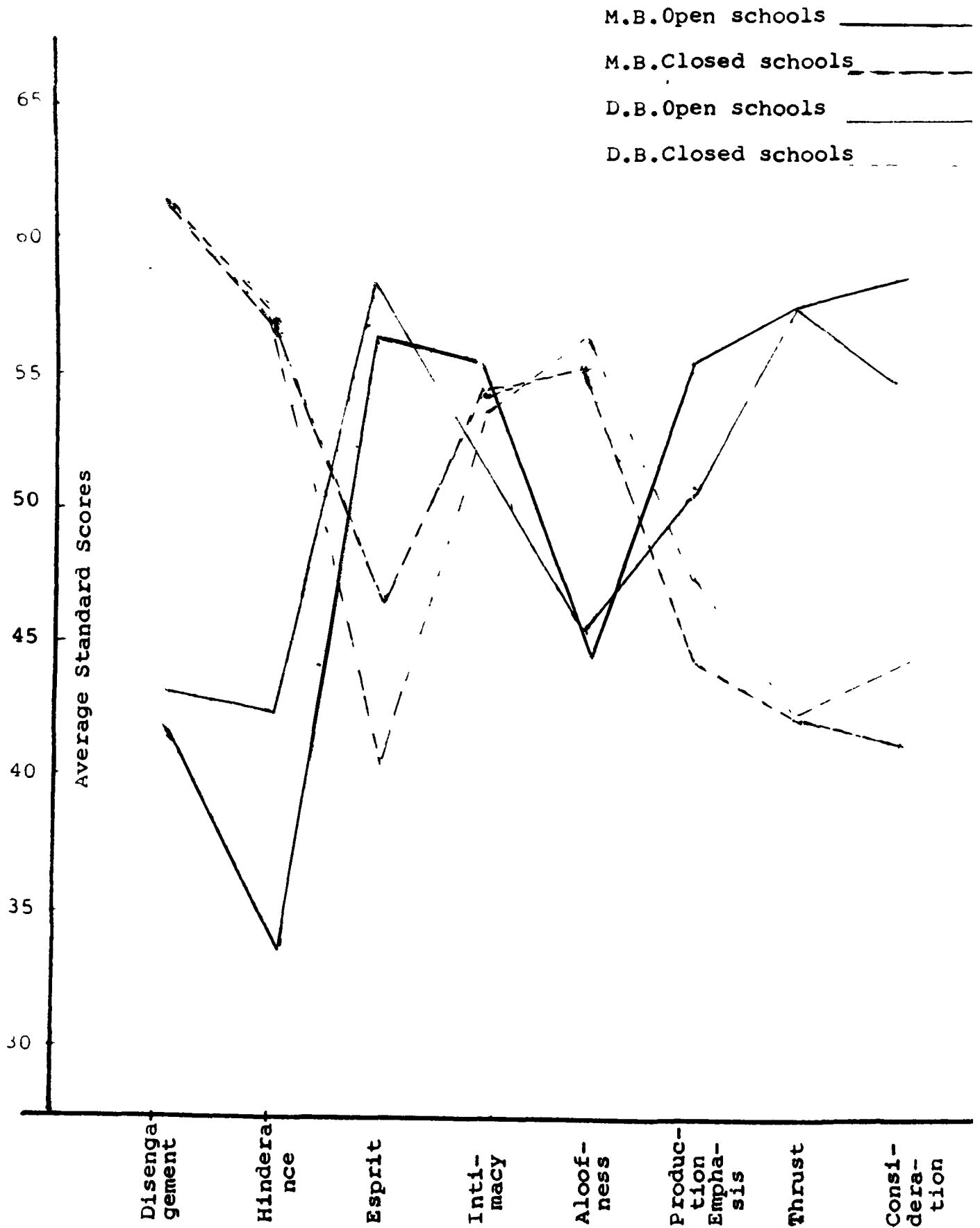


Table 38

Significance of difference between M.B. and D.B. open schools on
initiating structure, consideration and teacher morale.

	Initiating structure	Consideration	Teacher morale
Average D.B. schools	...	48.55	50.17
Average M.B. schools	...	50.30	52.39
σ District Board schools	...	5.66	3.93
σ Municipal Board schools	...	8.11	4.83
σ_D	...	1.50	0.93
Difference average	...	1.75	2.22
t	...	1.16	2.38
df = 153	N.S.	Sit.at .02 level	N.S.

1. Though initiating structure is higher in M.B. schools as compared to D.B. schools, the difference is not significant.
2. Teachers' morale is higher in D.B. schools as compared to M.B. schools but again difference is not significant.
3. Consideration is significantly higher in M.B. schools as compared to D.B. schools. This may be one of the reasons for less Hinderance in M.B. schools as compared to D.B. schools as is evident from table 36

Table 39

Significance of difference between M.B. and D.B. closed schools on Initiating Structure, Consideration and Teacher Morale.

	Initiating structure	Consideration	Teachers morale
Average D.B. Schools	37.01	33.87	77.79
Average M.B. schools	41.24	38.07	78.09
σ District Board schools	7.63	11.86	34.97
σ Municipal Board schools	5.02	6.87	11.24
σ_D	1.10	1.60	3.70
Difference average	4.23	4.20	0.30
t	3.84	2.63	0.08
df = 81	Sig.at .01 level	Sig.at .01 level	N.S.

There is significantly higher initiating structure and consideration in M.B. closed schools as compared to D.B. closed schools.

Chapter V

SUMMARY AND CONCLUSIONS

As mentioned earlier, our educational institutions are an important asset of the nation. The advancement and achievement of a nation may be judged from the standards of its educational institutions. Poor standard of educational institutions may be due to ineffective educational administration, strained relations in teachers and indiscipline among students.

Most of the researches conducted at the school level relates to the measurement of intellectual characteristics of students like aptitude, intelligence, interest, etc. Very few studies have been conducted to study the school learning environment more particularly in the area of interpersonal functional styles and relationships. Several things can make or mar the efficient functioning of a school but three of them appear to be most contributory. These are: 'the leadership behaviour', 'organisational climate of the school' and 'teachers' morale'.

Leadership behaviour is an interactive process between leader and the rest of the group. In our schools, it is the day to

day dealing of the principal with his teachers. From the considerable data that have been assembled in numerous studies, it seems clear, as has been discussed in chapter II, that 'initiating structure' and 'consideration' are the dimensions that are essential to the behaviour of leaders. Leaders who are perceived as having good behaviour tend to be high in both these dimensions.

The concept of the Organisational climate of an educational institution is relatively new. Schools differ among themselves markedly and not merely in their architecture. Experienced principals are quick to sense or to feel the individuality of a school. Sometimes this individuality is called the atmosphere of a school, the tone of the school, the school's climate or the school personality. The evidence that the atmosphere of one school differs from that of other comes from observations of the behaviour of people in schools. In one school, the teachers appear to be relaxed and at ease with each other. In another school, we find greater tension and the teachers show it in their faces, the manner of their speech and how they teach and supervise students. Some schools seem to be very noisy and others may be having good discipline. These differences which characterise the psychological environment which Argyris calls the "living system" of organisations are the domain of Organisational Climate. Chris Argyris is generally credited with giving somewhat more precise meaning to the

term Organisational Climate which he stated as the interaction among persons in the organisation.

Thus the organisational climate may be taken as the organisational personality of a school and is the result of interaction between the group and the leader and within the group itself.

Teacher morale refers to the extent to which an individual teacher has actually identified his own personal hopes, desires and ambitions with the goal of the school for which he works. High morale indicates the teacher's willingness to stay with the school to exert the maximum effort to complete the work assigned to him. Low morale indicates the teacher's reluctance to stay with the organisation and to exert minimum influence to complete the task assigned to him.

Going through the views of different authors we conclude that there are two main categories of factors that affect the morale of the staff -- material factor and human factor. Both are important and each has a place. More emphasis for improvement has been given to the material factors. Yet the human factors are probably more significant in a long time range programme of moral improvement.

Purpose of the Study

The present attempt is aimed at studying the organisational climate of Municipal Board and District Board

schools and their relationships with administrative leadership of the principal, and teachers' morale. A scientific understanding of such a study is very important for the smooth functioning of an institution.

Statement of the problem

Keeping in view the purpose of the study as stated above, the problem selected reads as: "A Comparative Study of Organisational Climate, Leadership Behaviour and Teachers' Morale in Municipal Board and District Board Schools".

Hypotheses

The above investigation was carried out by keeping in view the null hypotheses as stated below:

- (1) There is no difference between the municipal board and district board schools with regard to their organisational climate.
- (2) Teachers' behaviour in all the schools are the same and so are principals' behaviour with no difference on any component of the organisational climate.
- (3) There is no statistically significant difference in the mean scores of different schools on any dimension of organisational climate on the basis of:
 - a) Teacher's age,
 - b) Teacher's teaching experience,
 - c) Teacher's qualification, and
 - d) School size.

- (4) There is no significant relationship between organisational climate and principal's behaviour of Municipal Board' and District Board schools.
- (5) There is no significant difference in Municipal Board and District Board schools with respect to relationship between organisational climate and teachers' morale and between leadership behaviour and teachers' morale.

Sample of the study

The investigation was conducted in 149 District Board Schools and 41 Municipal Board schools. These schools were selected on the basis of random sampling out of 914 District Board schools and 157 Municipal Board schools. There are a number of blocks in the District Board and it was ensured that as far as possible, each block is represented in the sample drawn. Similarly in case of Municipal Board schools, schools selected represented different localities of the city.

Tools used: Following tools were used:

- (1) Organisational Climate Description Questionnaire (OCDQ) Developed by Halpin and Croft (Hindi version).
- (2) Leadership Behaviour Description Questionnaire (LBDQ) by Halpin and Winner (Hindi version).
- (3) Teachers' Morale Scale - Constructed by the investigator.

- (4) Bio-data Questionnaire - Constructed by the investigator.

Statistical Techniques Employed

The analysis of the data was done by employing the following statistical techniques which were chosen only after the investigator found them to be most appropriate.

- (1) Means and Standard deviation
- (2) Linear measures of correlation
- (3) t-test
- (4) χ^2 test

CONCLUSIONS

Conclusions are based on answers to specific objectives of the study mentioned in chapter II. The objectives will be taken one by one and findings in relation to them will be written thereafter.

- (1) The first specific objective was: "Do the schools differ among themselves with regard to their organisational climates?"

The findings of this study tells us that schools differ among themselves with regard to their organisational climate. Tables 12 and 23 in Chapter IV give us the percentage of Municipal Board and District Board schools with different

organisational climate. From these tables one can note that 17 % of M.B. schools and 30.9 % D.B. schools are of open climate whereas 26.8 % of M.B. schools and 28.2 % D.B. schools are of closed climate. The percentage of M.B. boys open climate schools is more than the percentage of M.B. girls open climate schools. This shows that schools do differ among themselves with regard to their organisational climate.

(2) The second specific objective, i.e., "Do the M.B. and D.B. schools differ among themselves with regard to their organisational climate" gets the positive answer as given below:

- (a) There are more open climate schools in District Board as compared to Municipal Board. Approximately 1/3rd of D.B. schools are of open climate as compared to 1/6th of M.B. schools (Tables 12 and 23). This shows that climate of rural schools is better than the urban schools.
- (b) There are more autonomous, familiar, paternal and controlled climate schools in M.B. as compared to D.B.
- (c) District Board has a bit more closed type of schools as compared to M.B.

Discussion on 1 and 2

From above we note that majority of D.B. schools are either open or closed type whereas 44 % of M.B. schools

belong to both these types of climate. There are more open climate schools in D.B. as compared to M.B. Every third school in D.B. is of open climate whereas every sixth school of M.B. is of open climate showing thereby that climate in rural schools is better than climate in urban schools. This indicates that the teachers of urban schools feel slightly more 'disengagement' and 'intimacy' than the teachers of rural schools. The principal's behaviour in urban schools can be considered as characterised by more of such elements which tend to develop a type of climate in their schools which is away from open climate. This is the reason that we find more autonomous and familiar climate schools in M.B. as compared to D.B.

If we go through the related researches as presented in chapter II, we note that our finding that schools do differ among themselves with regard to their organisational climate, agrees with the findings of majority of researches. Regarding the percentage of types of schools with regard to its climate, there is divergence of opinion in previous researches. In some studies as of Helwig Carl (1971), Mehta, A.V. (1977), Gupta G.P. (1978), the percentage of open climate schools are as low as 15 or 16 percent, whereas in other studies like that of Samrong Pengnu (1976) and Gandhi, K.A. (1977) it is as high as 30 %. Similarly in case of closed climate schools, it ranges between 10 % (Gupta, G.P., 1978) and 50 % (Helwig Carl, 1971). In this

investigation majority of D.B. schools are either open or closed type whereas 44 % of M.B. schools have open or closed climate.

- (3) Regarding the "Characteristic behaviour of principals and teachers in schools of differing climates", following conclusions have been drawn:
- (a) There is significantly less 'production emphasis', 'thrust' and 'consideration' (Principal's behaviour) in M.B. schools as compared to D.B. schools.
 - (b) There is significantly more 'disengagement' and 'intimacy' (teacher's behaviour dimensions) in M.B. schools as compared to D.B. schools.
 - (c) There is more 'disengagement' and 'hinderance' in closed climate schools as compared to open climate schools.
 - (d) 'Production emphasis', 'thrust' and 'consideration' is more in open climate schools.
 - (e) There is more 'esprit' and 'intimacy' in open climate schools as compared to closed climate schools.
 - (f) There is no significant difference in principal's and teachers' behaviour in open climate schools of M.B. and D.B.
 - (g) There is more 'disengagement', 'esprit' and 'intimacy' in M.B. closed schools as compared to D.B. closed schools.

- (h) Principal remains more 'aloof' in M.B. closed schools as compared to D.B. closed schools.

DISCUSSION

Since there is significantly less 'production emphasis', 'thrust' and 'consideration' in M.B. schools as compared to D.B. schools, there is bound to be more disengagement and intimacy in M.B. schools as this study tells us. The correlation among eight sub-tests as given in Table 13, also testifies to this result. This also proves that the tendency of the organisational climate of M.B. schools is towards 'familiar' and 'autonomous' climate. This supports the findings of this study that there are less open climate schools and more autonomous and familiar climate schools in municipal board.

- (4) Regarding the Relationship between organisational climate and teacher's age, teaching experience, qualifications and school size, we note the following:
- (a) Age of the teacher does not play any part in determining the climate of a school. This is evident from the results obtained in relation to M.B. and D.B. schools as given in tables 18 and 27 respectively.
- (b) Size of the school does not have any influence in determining the climate of a school (table 26).

- (c) Though in open climate schools teachers have higher teaching experience as compared to closed climate, the difference is not significant.
- (d) The larger the number of high school and inter trained teachers, the more closely it is related to open climate (table 28) in D.B. schools.

DISCUSSION

The study tells us that the age and teaching experience of the teacher and size of the school does not influence the climate of a school. However, regarding qualifications of a teacher we find that for elementary schools high school trained or Inter trained teachers are much better than the graduate trained teachers. All this shows that in determining the climate of a school, the behaviour of the teachers and the behaviour of the principal plays a major role. The high school trained teacher will be more satisfied to teach in an elementary school and so he/she will have high esprit, low disengagement, low hinderance as compared to the graduate trained teacher. This is obvious because the trained graduate teachers who are generally prepared for high schools will find themselves misfit in elementary schools. Being misfit, their morale will be low and consequently low 'esprit'. And since such teachers will always be grudging about their position in elementary schools, there is bound to be more disengagement and hinderance. These characteristics of such teachers may result in closed type of organisational

climate in our schools. This is what this study concludes, i.e., 'The larger the number of graduate and post-graduate teachers in a school, the more closely it is related to closed climate'.

On reviewing the previous researches as given in Chapter II, we note conflicting results regarding relationship between school size, age and organisational climate. According to Creaser (1966), Shelat, N.A. (1975), Gandhi, K.A. (1977), small size schools tended to have open climate whereas larger the school, the more close it is to closed climate. But contrary to this according to Sargent (1961) and Mehta, A.V. (1977), there is no significant relationship between school size and organisational climate. The result of present investigation supports this view. Regarding teachers' age and organisational climate, Creaser, Shelat and Gandhi find through their research that average staff age decreases in proximity to open climate whereas Sargent and Mehta found no significant relationship. Present study supports the later finding.

(5) Regarding Teachers' morale and leadership behaviour, following conclusions have been drawn.

- (a) Teachers' morale is significantly very high in schools with open climate as compared to closed one.
- (b) Teachers' morale is higher in D.B. open climate schools as compared to M.B. open schools but this difference is not found to be significant.

- (c) There is significantly high 'initiating structure' and high 'consideration' (dimensions of leadership) in open climate schools as compared to closed schools.
- (d) Though 'initiating structure' is a bit higher in M.B. open schools as compared to D.B. open schools, the difference is not significant.
- (e) Consideration is significantly higher in M.B. open schools as compared to D.B. open schools.
- (f) There is significantly higher 'initiating structure' and 'consideration' in M.B. closed schools as compared to D.B. closed schools.

DISCUSSION

As expected there is close relationship between teachers' morale and organisational climate. Teachers with high morale will help the school to have an open type of climate and teachers with low morale, a closed type of climate. Teachers morale in D.B. schools is bit higher than the morale of teachers in M.B. schools. This is one of the reasons that we have more open climate schools in D.B. as compared to M.B.

There is again close relationship between the leadership behaviour ('initiating structure' and 'consideration') and organisational climate. When there is high 'initiating structure' and 'consideration' from the leader, the climate of a school is bound to be more close to the open climate. The study also tells us that there is more 'consideration' in M.B. open schools as compared to D.B. open schools. This

may be the reason of having more 'familiar' climate schools in M.B. as compared to D.B.

Reviewing the previous researches we note that teachers' morale is high in open type schools as compared to closed climate schools. This was concluded in the studies of Pillai, T.K. (1974), Patel, B.N. (1974), Sharma, M.L. (1974) and Mehta A.V. (1977). The findings of the present investigation is quite in agreement with the results of the above studies. Again the findings of this research and findings of previous researches are in agreement on the relationship between school climate and leadership behaviour. Studies of Thomas W. Wiggins (1972), Patel, B.N. (1974), Mehare, K.T. (1977), Gupta, G.P. (1978) testify to this that there is significant relationship between leader's behaviour and school climate.

(To sum up the findings of this study tells us that schools differ with respect to their organisational climate. District Board has more open climate schools as compared to Municipal Board. M.B. has more familiar climate schools as compared to D.B.) Teacher's age, teaching experience, and size of the school has no relations with the organisational climate. High school and Intermediate trained teachers help in having open climate as compared to graduate trained teachers. Teachers' morale is very high in open climate schools. There is higher

'initiating structure' and 'consideration' (Dimensions of leadership) in open climate schools. The principals of District Board schools are more considerative as compared to principals of Municipal Board open schools. There is close relationship between leadership behaviour and teachers' morale. The more the 'initiating structure' and 'consideration', the higher the teachers' morale.

BIBLIOGRAPHY

BOOKS

American Association of School Administration, "Staff relation in school administration", 33rd Year Book, 1955.

Anderson, D.P., Organisational climate of elementary schools, Minneapolis: Educl. Research and Dev. Council of Five Cities, Metropolitan Area, Inc., 1964.

Argyris C., Personality and Organisation, New York, Harper and Row, 1957.

Bakke, E.W., Bonds of organisation, New York, Harper and Bros., 1952.

Bakke, E.W., The fusion process, New Haven, Labour and Management Centre, Yale Univ., 1959.

Barnard, C.I., The functions of the executive, Cambridge, Mass., 1938.

Bar, B. and Buckner, Supervision, New York, Appleton-Century-Croft, 1947.

Barry, F., Factors affecting administrative morale, Unpublished Ed.D. Project, Syracuse University, 1956. Cited by D. Griffiths, 'Human Relations in School Administration', New York, 1956.

Bass, B.M., Psychology and organisational behaviour, New York, Harper and Bros, 1960.

Browne, C.G. and T.S. Cohn, The study of leadership, Ill. Inter-state Printers and Publishers, Inc., 1958.

Burrupe, P.E., The teacher and the public school system, New York, Harper & Bros., 1960.

Commission on Education of Morale, 'Morale for a free world. 22nd Year Book, N.E.A., American Association of School Administration, 1944.

Corey, S.M., Instructional leadership. New York, Bureau of Publications, Teachers' College, Columbia University, 1955.

Davies, D.R. and Herolds, Leadership and morale, The Dynamics of Group Action Series, London, Arthur C. Croft Publication, 1955.

Davis, K., Human relations at work. New York, McGraw-Hill Company, 1962.

Etzioni, Amitai. Modern organisations, Englewood Cliff, N.J., Prentice-Hall Inc., 1964.

Etzioni, Amitai, A comparative analysis of complex organisation. New York, The Free Press, 1961.

Fawcett, Glude W., School personnel administration, New York, Mcmillan Co., 1964.

Follet, M.P., Dynamic administration (Written by Henry C. Metcalf from Follet Papers), New York, Harper and Row Publishers, 1941.

Gardner, B.B. and Moore, D.G., Human relations in industry, 4th ed., Homewood Ill. Richard D. Irwin Inc., 1964.

Garret, H.E., Statistics in Psychology and Education, Bombay, Vakils, Eeffer Simons Pvt. Ltd., 1969.

Gaurke, W.E., If the schools are closed, Atlanta, Southern Regional Council, 1959.

Getzels, J.E., Lipham, C., Educational administration as a social process, New York, Harper and Row, 1968.

Good, C.V., Dictionary of Education, New York, McGraw-Hill, 1976.

- Gould, Dictionary of Social Sciences, New York, The Free Press, 1965.
- Goulder, A.W. (ed.), Studies in leadership: Leadership and Democratic Action, New York, Harper and Bros., 1950.
- Gouldner, A., Patterns of industrial bureaucracy, New York, Free Press, 1954.
- Graff and Street, Improving competence in educational administration, New York, Harper and Row, 1956.
- Granger, R.L., Educational leadership, Scranton Pa., Inter-State Educational Publishers, 1971.
- Griffiths, C. and Wynn., Organising schools for effective education, Danville, Ill., The Inter-State Printers and Publishers, Inc., 1962.
- Griffiths, D.E., Human relations in school administration, New York, Appleton-Century-Crofts, 1956.
- Griffiths, D.E., Behavioural Science and educational administration, 63rd Year Book of N.S.S.E., Chicago, Univ. of Chicago Press.
- Guest, R.H., Organisational change, The effect of successful leadership, Irwin Dorsey, 1962.
- Hall, R.K. and others, The Year-book of education, World Bk., 1953.
- Halpin, A.W., Theory and Research in administration, New York, Mcmillan Co., 1966.
- Halpin, A.W., and Winner, B.J., Leadership behaviour of the airplane commanders, Ohio. State University Press, 1952.
- Halpin and Proft, The organisational climate of schools, Chicago, The Univ. of Chicago Press, 1963.
- Hemphill, J.K., Situational factors in leadership. Columbus, O. Ohio State University, 1949.

- Homans, G.C., The human group, New York, Harcourt Brace and World Inc., 1950.
- Hoppe, F., Success and failure, Summary account in Lewin Kurt, Dynamic Theory of Personality, New York, McGraw-Hill, 1935.
- Jenkin, J.G., Study of airforce sqards in D. Krech and R.S. Crutch Field, Theory and Problems of Social Psychology, New'York, McGraw-Hill, 1964.
- Jone, J.J., Salisbury and Spencer, Secondary school administration, New York, McGraw Hill Co., 1969.
- Katz, Daniel, Allport, F.H., Jeriness, M.B. Students attitudes. Craftman Press, 1931.
- Katz, M. and Mores, Productivity, sypervision and morale in an office situation, Ann. Arbor, Michigan, University of Michigan, 1950.
- Katz, D. and Kahn R.L., The social psychology of organisations. Willey, 1966.
- Klein, D.B., Mental Hygiene, The Psychology of Personal Administration, Holt, 1944.
- Knezuwich, S.J., Administration of public school education, New York, Harper and Row, 1984.
- Lane, D.J. and Herbert, Preparation programs for school administrators. U.C.E.A. Career Development Seminar, East Lausing, Michigan, Michigan Univ., 1963.
- Likert, R., New patterns of management, New York, McGraw-Hill, 1961.
- Lipham, J.M., Leadership and administration, 63rd Year Book. Part II, N.S.S.E., Chicago Press, 1964.
- Lonsdale, R.C., Behavioural science and educational administration, 63rd Year Book, N.S.S.E., Chicago, University of Chicago Press, 1964.
- March, J.C. and Simon, H.A., Organisations, New York, John Willey and Sons, Inc., 1958.

- McGrath, J.E. and Altman, Small group research. A synthesis and critique of the field. Holt, 1966.
- McCleary, L.E. and Stephen, Secondary school administration, New York, Dodd, Mead and Co., 1965.
- Miles, M.B., Planned change and organisational health. Figure and ground in Richard O, Carlson et al., Change Process in Public Schools, Centre for Advanced Study of Educational Administration, University of Oregon, 1965.
- Miller, Van. Personnel management in school administration, New York, World Book Co., 1955.
- Misner, S. and Keith, Elementary School Administration, Columbus O., Charles E. Merrill Books, 1963.
- Moore, H.E. and Waller, Personnel administration in education, New York, Harper and Row, 1955.
- Moore, H.A., Studies in school administration, Washington D.C., American Association of School Administration, 1957.
- Morphet, E.L. and others. Educational organisation and administration, Englewood Cliffs N.J., Prentice-Hall, Inc., 1974.
- Murray, R.G. and Charles, E.H., New understanding in leadership, A survey and application of research, New York, Association Press, 1957.
- National Conference of Professors of Educational Administration, Fourth Report, New York, Bureau of Publication, Training College, Columbia University, 1951.
- Ovard, G.F., Administration of changing secondary school, New York, Mcmillan, 1966.
- Owen, R.G., Organisational behaviour in schools. Englewood Cliff, N.J., Prentice-Hall, 1970.
- Parson, T. and Shils, E.A., Towards a general theory of action. Cambridge, Mass., Harward Univ. Press, 1951.

- Petrullo, L. and Bass, B.M., Leadership and interpersonal behaviour, New York, Holt Rinehart and Winston, Inc., 1961.
- Pfiffner, J.M. and Sherwood, F.P., Administrative organisation, Englewood Cliff, N.J., Parentice Hall, 1960.
- Roethlisberger, F.J., Management and morale, Cambridge, Mass, Harward Univ. Press, 1941.
- Roethlisberger and Dickson, Management and the workers, Cambridge, Mass, Harward Univ. Press, 1938.
- Rover, J.A., Principles of democratic supervision, New York, 1972.
- Ryan, W.C., Mental hygiene through education, Commonwealth Fund, 1938.
- Sanford, F.H., Research in military leadership. In Current Trends, Psychology in the World Emergency, U.Pittsburg Press, 1952.
- Simon, H.A., Administrative behaviour, New York, Macmillan, 1945.
- Stogdill, R.M., Personal factors associated with leadership, New York, McGraw-Hill, 1959.
- Stauffer, S.A., The American soldier, Princeton, N.J., Princeton Univ. Press, 1949.
- Taylor, F., The principles of scientific management, New York, Harper and Row, 1963.

JOURNALS

- Allport, G.W., Restoring morale in occupied territory, Public Opinion Q. 7: 606-17, 1943.
- Anderson, L.R. and Fiedler, The effect of participating and supervisory leadership on group creativity. Jour. Applied Psychol. 48: 227-36, 1964.

- Angell, R.C., The campus, Appleton-Century, 1928.
- Barlund, D.C., Consistency of emergent leadership in groups with changing tasks and members, Speech Monger, 29: 45-52, 1962.
- Barvelas, A. and Lesin, Kurt, Training in democratic leadership, Jour. Abnormal and Social Psychol., 37: 115-119, 1942.
- Bateson, G. and Margaret, Principles of morale building, Jour. Educl. Sociology, 15: 206-220, 1941.
- Bayati, Jamunalal, A comparative study of the organisational climate in Rajasthan schools, Indian Educational Review, 5(3), July, 1970.
- Blanchard, K.H. and Hersey, P., Leadership theory for educational administrators, Education, 90, April, 1970.
- Bogardus, E.S., Leadership and situations, Sociology and Social Research, XVI, 1931-32.
- Brown, A.E., Reactions to leadership, Ed. Admin. Q., 3: 62-73, 1963.
- Burke, W. W., Leadership behaviour as a function of the leader, The follower and the situation, Jour. Res., 33: 60-81, 1965.
- Cheir, O., The meaning of morale in relation to morale building and morale research, Psychological Res., 50, 311-29, 1943.
- Cooper, R., Leader's task, relevance and subordinate behaviour in industrial work groups, Human Relations, 19: 57-84, 1966.
- Croft, J.C., Dogmatism and perceptions of leader behaviour. Ed. Admn. Q. 1: 60-71, 1965.
- Dorsey, S.M., Promoting friendliness, Social Relationship, 5, April, 1930, 41-44.

Educational Policies Commission, 'Education and the Morale of a Free People', N.E.A., American Association of School Administrators, 1941, 29.

Edwards, R.H., Artman and Fisher, Undergraduates : A study of morale in twenty three American colleges and universities. Doubleday, 1928, 366.

Ferguson, L.W., The relation of primary social attitude variables to national morale. Am.Social Review, 9, 194, 1944.

Fiedler, F.E., A contingency model of leadership effectiveness. In Berkewitz, L. (Ed.), Advances in experimental social psychology, Academic, 1964, 149-90.

Fleishman, E.A. and Harris, Patterns of leadership behaviour related to employee grievances and turnover. Personnel Psychology, XV(1), 1962.

Fredrick, J.G., Leonard and Madden, Effect of organisational climate and sex on the language, art achievement of disadvantaged sixth grades. Jour.Educl. Research, Dec. 1973, 177.

Gardner, J.W., Innovation and leadership in American education, Bull. of N.A.S.S.P., March 1965, 36-43.

Hackman, R.C. and Moon. Are leaders and followers identified by similar criteria. American Psychologist, 5, July 1950.

Halpin, A.W., Change and organisational climate, Ontrio Jour. Ed. Research, VIII(3), 1966.

Halpin, A.W., The leader behaviour and leadership ideology of educational administrators and aircraft commanders. Harvard Edu. Review, 25, 1955.

Haskew, L.D., Leadership is personal. Bull. of N.A.S.S.P., April, 1964.

Hemphill, J.K., Patterns of leadership behaviour associated with administrative reputation in the department of a college, Jour. Edu.Psychol, XLVI, Nov.1955.

- Helsel, A.R., Herbert and Donald, Teachers perception of organisational climate and expectations of successful change. Jour. Exp. Edu. (38(1), 1969.
- Helwing, C., Organisational climate and frequency of principal-teacher communication in selected elementary schools. Jour. Exp. Edu., 39(4), 1971.
- Hills, R.J., The representative function: Neglected dimensions of leadership behaviour. Administrative Sci. Q.S., 83-101, 1963.
- Hockings, W.E., The nature of morale, Am. Jour. Sociol., 47, 302-20, 1941.
- Hunter, E.C., Attitude and professional relationship of teachers: A study of teacher morale, Jour. Exp. Edu., 23: 345-52, 1955.
- James, P.E., Organisational climate of desegregated elementary schools: Black and white teachers' perception, Jour. Ed. R., 69(6), 1976.
- Jeleny, L.D., Experiments in leadership training, Jour. Ed. Sociol., 14: 310-13, 1941.
- Kelly, E.C., The function of the principal in a modern school. American School Board Journal, June, 1947.
- Kipnis, D. and Lane W.P., Self confidence and leadership. Jour. Applied Psychol., 46, 291-95, 1962.
- Kothai, P., Organisational climate and professional relationships of teachers: A study of teacher morale, Jour. Exp. Ed., 23, 345-52, 1955.
- Kris, E., Danger and morale, Am. Jour. Orthopsychiatry, 14, 147-56, 1944.
- Lieu, R.L., Democratic administrative behaviour. Bull of N.A.S.S.P., March, 1964, 31-39.

- Lipham, J.M., Personal variables of effective administrators, Administrators Notebook, IX, Sept.1960.
- Lippitt, R., From domination to leadership. Nat. Assn. Deans of Women J. 6, 147-52, 1943.
- Marcus, P.M., Expressive and instrumental groups: Towards a theory of group structure. Am. Jour. Sociol., 66, 54-9, 1960.
- Nelson, P.D., Similarities and differences among leaders and followers. Jour. Social Psychol., 63, 161-7, 1964.
- Redefer, F.L., Factors that affect teacher morale. Nations Schools, LXIII, Feb., 1959.
- Richard, J.M., Progress report: A study of S.S. Principalship, Bull. of N.A.S.S.P., April 1964, 211-15.
- Sanford, F.H. and Holt, Psychological determinents of morale, Jour. Abnormal and Social Psychol., 38: 93-95, 1943.
- Sanford, R.N. and Conard, H.S., High and low morale as exemplified in two cases. Character and Personality, 12: 207-27, 1944.
- Schmidt, W.H., Executive leadership in the principal's office, Nat. El. Irin., 41: 35-9, 1962.
- Sharma, H.L., Prognosticating the school climate. Educational Trends, 9(1-2), Jan-Dec., 1974.
- Scott, M.B., The study of the high school principalship in Pennsylvania, Bull. of N.A.S.S.P., Dec. 1953, 118-20.
- Shepard, H.A., A theory of group development. Human Relations, IX(4), 1956.
- Slater, P.E. and Bennis, Democracy is inevitable, Harvard Bus.. Review, 42, 51-9, 1964.
- Smith, E.E., The effect of clear and unclear role expectations on group productivity and defensiveness, Jour. Abn. Social Psychol, 55, 213-17, 1957.

- Stern, G.G., Characteristics of intellectual climate in college, Harvard Educl. Review, XXXI, 1963.
- Steinhoff, C.R., Organisational climate, Ontario J. Ed. R., VIII(3), 1966.
- Synder, W.U., Recent investigations of mental hygiene in schools, Ed. Res. B., 24, 46-48, 1966.
- Washburn, S., What Makes Morale? Public Opinion Q., 5, 519-31, 1941.
- Watson, Goodwin, The surprising discovery of morale. Progress Ed., 19, 33-41, 1942.
- White, K., Personality characteristics of educational leader, A comparison of administrators and researchers, Sch.R. 73: 292-300, 1965.
- Willower, D.J., Leadership styles and leaders' perceptions of subordinates, J. Edu. Sociology, XXXIV, Oct.1960.

Ph.D. RESEARCH PROJECTS

- Darji, D.R., A study of leadership behaviour and its correlates in the secondary schools of Panchmahals Dist., M.S.U., 1975.
- Dekhatwala, P.B., Teachers morale in secondary schools of Gujrat, M.S.U., 1977.
- Franklin, I., A study of organisational climate and teacher morale in colleges of education in Gujrat, M.S.U., 1975.
- Gandhi, K.A., A study of school climate as a function of personality of school personnel and pupil control ideology, M.S.U., 1977.
- Gupta, G.P., Leadership behaviour of secondary school headmasters in relation to their personality and climate of their schools, S.G.U., 1978.

- Mehare, K.T., Evaluation of administration of secondary teachers' training colleges in Maharashtra with special reference to principal's role, M.S.U., 1977.
- Mehta, A.V., Institutional climate as a factor of staff morale and students control ideology in the affiliated colleges of Gujrat University, M.S.U., 1977.
- Patel, B.N., A study of leadership for improving instructions in high schools of selected districts in Gujrat, M.S.U., 1974.
- Panda, S.N., Administrative behaviour of headmasters: Some correlates and background factors, Raj. U., 1975.
- Pillai, Kothai. Organisational climate, Teacher morale and school duality, M.S.U., Baroda, 1923.
- Sharma, M.L., A comparative investigation of the Organisational climate of government and private secondary schools in Rajasthan, Raj, U., 1968.
- Sharma, M.L., Buch Piloo, Rai Kamla, School Organisational climate, Centre of Advanced Study in Education, University of Baroda, 1969.
- Sharma, M.L., An investigation into organisational climate of secondary schools of Rajasthan, M.S.U., 1974.
- Shelat, N.A., An investigation into organisational climate teacher morale, and public motivation towards institution in secondary schools of Baroda, M.S.U., 1975.
- Samrong, P. A study of organisational climate and teacher morale in secondary schools in Central Zone of Thailand, M.S.U., 1976.
- Sahasrabudhe, S.A., Institutional climate as a function of pupil control ideology and student indiscipline, M.S.U., 1977.
- Singh, H.M., A study of leadership behaviour of heads of secondary schools in Haryana and its correlates, Krukeshatra University, 1978.

APPENDIX-A

Reliability of the Teacher Morale Scale
(Score of Odd and Even Items)

S.No.	X (Odd)	Y (Even)	X ²	Y ²	XY
1.	44	46	1936	2116	2024
2.	46	46	2116	2116	2116
3.	48	44	2304	1936	2112
4.	46	48	2116	2304	2208
5.	40	43	1600	1849	1720
6.	44	38	1936	1444	1672
7.	44	43	1936	1849	1892
8.	43	41	1849	1681	1763
9.	45	41	2025	1681	1845
10.	43	43	1849	1849	1849
11.	26	25	676	625	650
12.	27	28	729	784	756
13.	40	43	1600	1849	1720
14.	23	22	529	484	506
15.	22	22	484	484	484
16.	44	46	1936	2116	2024
17.	44	44	1936	1936	1936
18.	43	45	1849	2025	1935
19.	46	44	2116	1936	2024
20.	45	45	2025	2025	2025
21.	34	27	1156	729	918
22.	34	29	1156	841	986
23.	37	30	1369	900	1110
24.	32	31	1024	961	992
25.	48	49	2304	2401	2401

S.No.	X	Y	X^2	Y^2	XY
26.	44	44	1936	1936	1936
27.	48	46	2304	2116	2208
28.	48	45	2304	2025	2160
29.	48	41	2304	1681	1968
30.	45	48	2025	2304	2160
31.	45	46	2025	2116	2070
32.	46	47	2116	2209	2162
33.	46	47	2116	2209	2162
34.	46	48	2116	2304	2208
35.	47	48	2209	2304	2256
36.	47	48	2209	2304	2256
37.	45	48	2025	2304	2160
38.	46	48	2116	2304	2208
39.	48	46	2304	2116	2208
40.	46	45	2116	2025	2070
41.	47	46	2209	2116	2162
42.	45	45	2025	2025	2025
43.	46	44	2116	1936	2024
44.	49	45	2401	2025	2205
45.	41	41	1681	1681	1681
46.	45	37	2024	1369	1665
47.	40	40	1600	1600	1600
48.	41	41	1681	1681	1681
49.	37	40	1369	1600	1480
50.	46	44	2116	1936	2024
51.	46	47	2116	2209	2162
52.	45	46	2025	2116	2070
53.	45	44	2025	1936	1980
54.	35	35	1225	1225	1225
55.	46	43	2116	1849	1978
56.	44	45	1936	2025	1980

S.No.	X	Y	X^2	Y^2	XY
57.	48	44	2304	1936	2112
58.	48	44	2304	1936	2112
59.	45	46	2025	2116	2070
60.	44	46	1936	2116	2024
61.	39	37	1521	1369	1443
62.	45	44	2025	1936	1980
63.	37	38	1369	1444	1406
64.	45	46	2025	2116	2070
65.	45	45	2025	2025	2025
66.	34	36	1156	1296	1224
67.	45	45	2025	2025	2025
68.	47	48	2209	2304	2256
69.	45	46	2025	2116	2070
70.	44	44	1936	1936	1936
71.	44	45	1936	2025	1980
72.	44	45	1936	2025	1980
73.	44	44	1936	1936	1936
74.	44	41	1936	1681	1804
75.	26	27	676	729	702
76.	42	41	1764	1681	1722
77.	43	41	1849	1681	1763
78.	42	43	1764	1849	1806
79.	41	41	1681	1681	1681
80.	41	41	1681	1681	1681
81.	42	43	1764	1849	1806
82.	41	41	1681	1681	1681
83.	41	42	1681	1764	1722
84.	43	42	1849	1764	1806
85.	43	42	1849	1764	1806
86.	42	43	1764	1849	1806
87.	42	43	1764	1849	1806
88.	32	33	1024	1089	1056
89.	37	41	1369	1681	1517

S.No.	X	Y	X^2	Y^2	XY
90.	34	34	1156	1156	1156
91.	42	41	1764	1681	1722
92.	42	44	1764	1936	1848
93.	40	40	1600	1600	1600
94.	40	40	1600	1600	1600
95.	37	37	1369	1369	1369
96.	44	45	1936	2025	1980
97.	42	41	1764	1681	1722
98.	46	44	2116	1936	2024
99.	46	44	2116	1936	2024
100.	46	46	2116	2116	2116
101.	45	47	2025	2209	2115
102.	45	45	2025	2025	2025
103.	42	44	1764	1936	1848
104.	42	42	1764	1764	1764
105.	40	40	1600	1600	1600
106.	38	39	1444	1521	1482
107.	42	44	1764	1936	1848
108.	46	48	2116	2304	2208
109.	46	48	2116	2304	2208
110.	47	44	2209	1936	2068
111.	42	40	1764	1600	1680
112.	41	42	1681	1764	1722
113.	46	45	2116	2025	2070
114.	39	41	1521	1681	1599
115.	46	48	2116	2304	2208
116.	40	36	1600	1296	1440
117.	46	48	2116	2304	2208
118.	46	48	2116	2304	2208
119.	46	48	2116	2304	2208
120.	47	47	2209	2209	2209
121.	46	48	2116	2304	2208
122.	27	24	729	576	648
123.	30	28	900	784	840
124.	35	37	1225	1369	1295

S.No.	X	Y	X^2	Y^2	XY
125.	37	33	1369	1089	1221
126.	25	23	625	529	575
127.	43	44	1849	1936	1892
128.	40	42	1600	1764	1680
129.	41	41	1681	1681	1681
130.	41	41	1681	1681	1681
131.	41	41	1681	1681	1681
132.	40	43	1600	1849	1720
133.	40	43	1600	1879	1720
134.	40	37	1600	1369	1480
135.	38	40	1444	1600	1520
136.	41	42	1681	1764	1722
137.	44	41	1936	1681	1804
138.	44	41	1936	1681	1804
139.	43	42	1849	1764	1806
140.	43	42	1849	1764	1806
141.	42	43	1764	1849	1806
142.	45	48	2025	2304	2160
143.	46	46	2116	2116	2116
144.	19	21	361	441	399
145.	26	28	676	784	728
146.	32	38	1024	1444	1216
147.	46	46	2116	2116	2116
148.	45	46	2025	2116	2070
149.	46	46	2116	2116	2116
150.	45	47	2025	2209	2115
151.	46	46	2116	2116	2116
152.	45	47	2025	2209	2115
153.	46	47	2116	2209	2162
154.	47	45	2209	2025	2115
155.	47	44	2209	1936	2068
156.	44	44	1936	1936	1936
157.	46	47	2116	2209	2162
158.	46	46	2116	2116	2116

S.No.	X	Y	X ²	Y ²	XY
159.	50	43	2500	1849	2150
160.	44	47	1936	2209	2069
161.	47	48	2209	2304	2256
162.	45	44	2025	1936	1980
163.	39	35	1521	1225	1365
164.	41	40	1681	1600	1640
165.	37	38	1369	1444	1406
166.	40	42	1600	1764	1680
167.	38	37	1444	1369	1406
168.	46	45	2116	2025	2070
169.	46	45	2116	2025	2070
170.	46	45	2116	2025	2070
171.	45	46	2025	2116	2070
172.	46	45	2116	2025	2070
173.	49	46	2401	2116	2254
174.	50	45	2500	2025	2250
175.	49	45	2401	2025	2205
Σ	7,385	7,338	31,7817	31,4527	31,5921

$$N = 175$$

$$r_{xy} = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] [N \Sigma Y^2 - (\Sigma Y)^2]}}$$

$$= \frac{175 \times 315921 - 7385 \times 7338}{\sqrt{[175 \times 317817 - (7385)^2] [175 \times 314527 - (7338)^2]}}$$

$$\text{Applying correction } r_{xy} = \frac{2r_{xy}}{1+r_{xy}} = \frac{2 \times .96}{1+.96} = \frac{1.92}{1.96} = .98$$

APPENDIX-B

Validity of Scale

<u>Schools with High Morale</u>		<u>Schools with Low Morale</u>	
<u>School S.No.</u>	<u>Score</u>	<u>School S.No.</u>	<u>Score</u>
1	90	38	80
	93		76
	91		89
	89		75
	89	140	65
11	94		79
	94		68
	94		83
	91		86
	82	11	51
4	92		58
	91		72
	92		80
	92		48
	92	79	80
103	91		78
	88		78
	93		79
	92	32	74
35	93		81
	91		75
	95		80
	89		75
N=23	$\Sigma X = 2,088$	N=23	$\Sigma X = 1,710$

$$\text{Mean} = 90.78$$

$$\Sigma X^2 = 191536$$

$$\sigma_x = 9.31$$

$$\text{Mean} = 74.35$$

$$\Sigma Y^2 = 129446$$

$$\sigma_y = 10.01$$

$$\sigma_D = \sqrt{\frac{\sigma_x^2}{N} + \frac{\sigma_y^2}{N}} = 2.85$$

$$\text{Difference in Means} = 90.78 - 74.35 = 16.43$$

$$t = \frac{16.43}{2.85} = 5.76$$

Highly significant

APPENDIX-C

M.B. Schools Grouped in Respect to Six Organisational Climates

School Number	Disengagement	Hinderance	Esprit	Intimacy	Alloofness	Production	Thrust	Consideration	Similarity Score
<u>Open Climate</u>									
2	31	34	48	57	46	53	61	65	67
10	43	27	60	51	51	54	56	58	48
23	40	28	53	53	53	58	57	58	64
31	41	29	45	62	43	64	58	56	72
32	43	35	46	63	43	56	63	54	55
34	44	42	65	48	33	46	50	63	37
35	46	37	72	49	39	52	53	52	42
Average	(41)	(33)	(56)	(55)	(44)	(55)	(57)	(58)	
<u>Autonomous Climate</u>									
4	31	32	27	58	37	45	49	41	93
7	32	47	52	57	57	47	67	72	70
14	47	61	45	66	55	34	39	53	69
Average	(37)	(47)	(41)	(60)	(50)	(42)	(52)	(55)	

(Contd.)

Controlled Climate

3	52	50	70	35	53	50	57	43	61
5	36	47	51	34	59	64	56	54	40
12	37	42	52	35	59	64	56	54	42
24	38	52	58	29	45	61	54	63	53
33	39	39	39	46	52	67	60	58	69
36	40	72	46	39	42	52	55	52	61
37	57	67	55	46	53	29	53	42	77
40	61	66	54	39	54	46	46	33	68
Average	(45)	(54)	(53)	(38)	(52)	(54)	(55)	(50)	

Familiar Climate

6	39	34	52	61	40	56	53	62	61
8	50	66	48	29	44	51	53	60	81
11	48	51	47	76	44	43	44	47	68
27	56	42	54	72	50	44	42	40	64
30	66	49	58	59	49	35	48	36	56
Average	(52)	(48)	(52)	(59)	(45)	(46)	(48)	(49)	

(Contd.)

Paternal Climate

20	63	60	58	45	47	47	47	34	72
21	42	70	49	47	35	53	44	61	78
22	52	70	33	44	40	56	54	50	62
25	69	61	36	36	40	53	43	61	54
26	43	40	45	40	48	54	57	73	64
39	55	52	27	49	47	52	64	56	63
Average	(54)	(59)	(41)	(44)	(43)	(53)	(52)	(56)	

Closed Climate

1	61	31	57	53	62	50	49	38	67
9	64	42	35	64	57	52	41	48	34
13	63	55	45	62	58	36	41	41	40
15	41	67	40	58	59	47	39	47	57
16	64	59	32	44	59	49	46	47	41
17	73	51	52	46	51	39	43	44	56
18	61	64	56	56	54	43	37	36	58
19	60	65	50	54	56	39	41	38	47
28	59	70	54	45	45	49	44	35	72
29	65	51	53	56	60	36	39	41	50
38	60	60	39	64	55	48	41	33	37
41	51	72	42	57	42	44	44	47	66
Average	(61)	(57)	(46)	(54)	(55)	(44)	(42)	(41)	218

(Contd.)

District Board Schools Grouped in Respect to Six Organisational
Climate and Doubly Standardized Scores.

School Number	Disengage- ment	Hinderance	Esprit	Intimacy	Aloofness	Production	Thrust	Considera- tion	Similarity Score
<u>Open Climate</u>									
24	74	35	61	48	74	35	48	22	105
28	28	57	41	49	57	46	65	57	76
29	31	50	57	42	41	57	61	61	54
39	44	42	70	58	36	55	42	53	56
41	—	30	67	47	57	49	42	54	72
42	46	71	55	49	40	44	53	42	64
43	43	43	65	48	33	43	53	70	36
46	36	33	62	51	51	55	58	55	43
53	39	67	46	54	39	39	61	54	57
56	42	34	57	41	44	55	66	61	50
60	43	30	62	46	46	56	60	56	37
69	45	34	61	56	45	54	52	55	42
71	43	37	50	36	48	61	62	63	66
72	60	51	60	35	63	32	60	38	83
73	40	38	36	66	47	57	60	55	70
75	40	51	33	58	47	51	65	56	67
77	41	49	73	46	46	49	48	57	47
81	42	59	26	56	49	52	61	56	77

219

(Contd.)

82	39	38	71	54	49	44	54	49	47
83	50	38	71	43	40	53	49	56	52
84	50	29	70	55	38	50	55	50	55
85	26	35	58	71	44	40	62	62	64
91	33	48	48	62	42	44	60	64	53
95	37	36	65	48	45	55	57	58	39
97	45	51	52	29	46	54	62	62	65
103	50	34	71	50	48	46	57	45	47
104	52	42	72	50	54	40	52	39	59
110	45	45	64	55	32	45	56	58	30
111	53	46	71	58	42	45	39	45	63
112	40	33	67	48	45	56	57	55	39
114	48	35	62	63	34	53	52	53	56
116	39	39	43	53	47	51	70	59	57
119	37	61	50	57	41	39	61	55	49
122	41	55	30	57	43	39	61	50	79
124	43	53	34	67	38	38	67	58	74
126	57	43	66	40	45	36	60	53	40
128	46	35	71	47	47	60	50	45	65
131	55	33	69	51	43	49	57	42	53
137	42	35	64	64	35	52	50	57	53
139	32	49	62	39	44	53	62	60	47
140	44	27	57	47	54	54	59	58	54
									220

(Contd.)

145	40	42	66	39	43	59	59	51	41
146	34	45	66	48	40	60	61	46	44
147	45	30	46	56	45	58	64	56	60
148	39	46	42	71	39	48	60	54	59
149	45	37	64	46	34	56	61	57	36
Average	(43)	(42)	(58)	(57)	(45)	(50)	(57)	(54)	

Autonomous Climate

123	52	52	58	70	52	38	40	36	71
36	41	29	50	48	60	56	56	59	62
37	42	45	39	55	66	39	50	64	51
52	61	43	61	61	39	39	39	57	51
54	39	57	46	54	7k	39	50	43	54
86	44	54	69	60	62	42	38	42	30
105	57	41	59	41	65	45	56	36	69
115	35	48	39	63	48	46	54	66	66
142	40	29	58	55	51	59	54	54	56
Average	(46)	(44)	(53)	(56)	(57)	(45)	(49)	(51)	

Controlled Climate

14	48	63	52	33	53	60	37	54	53
15	39	33	52	43	55	62	63	55	53

(Contd.)

16	46	61	49	34	59	62	52	36	38
26	47	57	28	45	65	47	54	57	81
34	46	35	61	35	61	55	46	62	75
45	30	41	67	48	56	60	50	48	53
47	34	57	70	54	47	48	47	44	61
48	43	67	53	29	52	55	49	52	47
50	40	72	54	33	50	53	50	48	43
66	33	67	46	40	56	50	59	48	48
70	61	55	68	35	46	46	52	37	79
80	22	49	49	53	68	56	60	41	75
98	46	48	52	35	54	71	48	48	39
100	49	64	46	27	64	55	52	43	59
102	34	54	32	51	57	60	60	52	61
107	38	72	45	36	49	61	45	54	51
109	37	70	48	50	44	51	40	66	79
121	34	74	45	49	56	56	53	31	63
130	32	48	58	35	61	56	55	54	50
133	49	30	43	43	72	65	46	52	83
135	37	44	66	36	53	56	49	59	55
136	44	56	59	28	44	58	59	52	55
138	34	54	70	40	50	55	50	46	38
144	38	67	47	42	45	51	42	67	72
Average	(40)	(56)	(53)	(40)	(55)	(56)	(51)	(50)	

Familiar Climate

21	65	46	63	66	46	31	43	46	54
31	55	33	58	50	58	40	50	65	47
74	47	29	52	67	44	52	52	57	54
88	52	42	33	71	46	53	53	51	65
90	66	29	47	54	48	50	61	45	56
94	48	54	36	72	42	43	54	50	71
125	56	34	38	58	44	54	60	58	50
134	56	71	59	30	45	42	42	54	91
141	48	60	54	53	47	38	33	66	69
Average	(55)	(44)	(48)	(57)	(47)	(45)	(50)	(55)	

Paternal Climate

1	44	73	41	46	42	56	48	50	65
2	37	48	44	75	46	46	48	54	71
13	53	59	36	33	48	52	59	59	72
18	52	62	40	48	32	50	60	58	59
19	64	43	46	33	49	49	64	54	38
20	49	55	33	69	40	51	51	52	69
27	50	45	42	32	49	57	64	62	66

(Contd.)

30	56	46	56	34	62	50	36	61	82
33	57	38	61	54	30	56	54	51	57
38	44	69	42	44	35	56	51	58	56
44	50	43	52	30	55	56	63	60	72
57	62	62	45	52	35	45	62	38	66
61	64	39	48	54	35	51	54	54	30
64	57	37	37	37	71	54	54	54	72
67	48	56	46	72	31	50	51	46	75
76	45	64	47	34	39	53	61	58	68
96	33	53	48	46	41	55	59	66	64
129	61	66	50	35	42	53	48	45	59
143	38	45	43	47	45	62	54	66	59
Average	(51)	(53)	(45)	(46)	(44)	(53)	(55)	(55)	

Closed Climate

3	64	51	39	50	65	53	35	43	27
4	41	57	47	72	47	51	37	49	72
5	65	57	33	56	60	43	43	44	32
6	70	50	38	54	60	44	40	44	27
7	65	57	34	56	59	42	43	43	32
8	63	63	38	54	58	41	40	43	29
9	63	60	36	58	59	45	40	41	31

10	54	56	50	73	43	45	35	43	70
11	66	57	53	36	61	47	39	39	70
12	56	68	40	50	60	42	42	41	48
17	68	60	40	42	52	46	36	56	55
22	54	67	33	53	59	48	41	44	38
25	65	53	37	64	52	48	44	37	33
32	54	42	45	72	56	54	34	43	53
35	59	48	57	32	61	46	39	58	76
40	69	51	37	61	48	48	44	43	34
49	51	58	53	53	67	37	46	34	70
51	64	59	30	53	57	48	40	49	31
55	63	67	45	40	57	47	40	41	49
58	60	53	61	47	59	48	31	41	55
59	59	66	41	64	43	43	40	40	57
62	61	66	36	44	59	43	44	48	48
63	58	38	44	72	51	50	40	48	56
65	61	52	34	67	52	45	43	45	34
68	51	51	36	22	72	58	65	44	92
78	61	57	29	58	57	48	41	48	30
79	53	53	33	55	52	50	56	48	41
87	63	55	63	52	50	37	34	46	61
89	66	63	36	50	54	48	38	44	30
92	64	64	42	54	52	49	35	40	35

93	60	55	44	62	55	51	40	30	33
99	52	71	35	57	48	45	46	46	57
101	57	68	36	36	49	58	48	48	61
106	60	52	41	49	67	49	52	31	52
108	64	55	32	59	58	44	45	45	33
113	63	59	28	50	53	52	50	45	35
117	73	50	34	53	49	50	43	47	34
118	74	48	30	53	51	56	43	45	35
120	63	63	42	62	51	41	36	42	47
123	52	50	31	56	63	54	40	48	35
127	61	55	57	52	59	43	30	43	51
132	—	55	46	32	62	44	59	39	66
Average	(61)	(57)	(40)	(53)	(56)	(47)	(42)	(44)	

APPENDIX-D

Score on LBDQ and Teacher's Morale scale in M.B. and D.B.
Open and Closed schools.

M.B. OPEN SCHOOLS				M.B. CLOSED SCHOOLS			
School S.No.		Initiating structure		Scores on LBDQ		School S.No.	
		Consideration		Scores on LBDQ		Initiating structure	
		moral scale		Consideration		moral scale	
10	48	48	93	26	23	63	
	53	55	91	37	20	65	
	46	51	91	36	36	82	
	53	49	92	43	38	77	
23	52	53	93	40	30	82	
	52	53	92	33	50	85	
	52	54	94	40	50	84	
	52	52	92	44	40	79	
	51	52	90	38	32	81	
31	50	48	75	45	43	76	
	50	52	70	40	44	75	
	42	48	74	39	34	70	
	51	50	75	40	35	74	
	52	54	76	45	40	81	
32	52	52	91	46	43	70	
	47	53	99	46	42	76	
	52	54	101	50	44	78	

34	50	54	89	48	42	78
	49	51	90	44	50	80
	50	54	90	38	33	84
	49	54	92	36	34	84
	54	56	98	39	33	85
	53	53	97	39	33	85
	52	50	96	45	40	85
	53	56	94	45	40	85
	53	56	94	45	40	85
	47	53	91	46	39	80
35	40	48	84	28	40	85
					40	85
					40	85
					40	85
					40	85
					40	85
					40	85
					40	85
					40	85
					40	85

N = 29

N = 27

ΣX	1,459	1,519	2,526	ΣX	1,113	1,028	2,105
ΣX^2	70,799	81,021	2,33,975	ΣX^2	47,224	40,516	1,68,257
Average	50.30	52.39	89.50		41.24	38.07	78.09

APPENDIX

D.B. SCHOOLS

OPEN SCHOOLS				CLOSED SCHOOLS			
No. of School	Score on LBDQ	Scores on Morale Scale	No. of School	Score on LBDQ	Scores on Morale Scale	Initiating Considera-	Total
116	52	53	38	47	42	89	80
	52	53		52	44	96	76
	46	49		35	39	74	89
	51	52		44	37	81	75
	40	48	7	39	45	84	91-
	41	46		40	45	85	88
111	46	50		40	45	85	89
	45	52		46	43	89	89
	43	51		42	41	83	88
	43	51	132	33	50	83	85
114	48	50		31	25	56	53
	48	49		40	50	90	83
	42	40		39	44	83	84
	48	49	22	44	15	59	85
	57	53		44	14	58	82
146	46	50		44	14	58	82

229

(Contd.)

46	50	96	85	44	14	58	85
46	50	96	85	44	14	58	82
46	50	96	85	20	22	42	65
46	50	96	85	33	40	73	79
131	53	109	84	28	22	50	68
53	56	109	94	42	35	77	83
53	56	109	94	33	42	75	86
47	55	102	91	39	32	71	80
39	47	86	82	25	18	43	80
139	52	106	94	35	34	69	74
52	54	-106	94	39	27	66	89
52	54	106	94	23	18	41	83
52	54	106	94	45	40	85	90
52	54	106	94	45	40	85	90
82	44	91	87	46	39	85	80
45	47	92	82	40	45	85	89
45	46	91	82	45	40	85	86
45	47	92	82	45	40	85	86
46	46	92	82	38	33	71	84
81	35	90	83	33	28	61	80
40	50	90	83	29	25	54	77
47	53	100	77	40	42	82	84
44	50	94	78	30	28	58	83
43	45	88	83	45	44	89	90
				45	44	89	85
							230

(Contd.)

77	52	56	108	85		40	21	61	76
	52	56	108	85		39	21	60	75
	54	52	106	85	11	22	22	44	51
	54	52	106	85		24	10	34	58
	54	52	106	85		25	17	42	72
104	51	51	102	92		31	39	70	80
	51	51	102	91		16	14	30	48
	51	51	102	92	123	40	40	80	90
	51	51	102	92		40	40	80	89
	51	51	102	92		20	9	29	40
103	48	52	100	91		30	2	32	73
	55	52	107	88		36	47	83	76
	51	52	103	93	79	42	38	80	80
	50	57	107	92		42	38	80	78
35	48	48	96	93		42	38	80	78
	52	45	97	91		41	38	79	79
	51	41	92	95	32	39	29	68	74
	46	36	82	89		36	28	74	81
148	49	46	95	91		37	27	64	75
	50	45	95	91		40	32	72	80
	50	45	95	91		41	36	77	75

49	46	95	91	10	39	46	85	82
49	46	95	91		38	46	85	82
48	49	97	95		40	43	83	80
48	49	97	94		39	45	84	80
48	49	97	94		40	35	75	82
48	49	97	94	101	42	47	89	89
50	47	97	90		44	46	90	86
50	47	97	88		39	47	86	92
50	47	97	88		39	47	86	90
50	47	97	90		39	47	86	89
50	47	97	90		41	44	86	88
47	40	87	97	93	46	51	97	82
45	52	97	88		47	48	95	86
55	38	93	94		49	47	96	85
49	35	84	93		49	49	98	84
46	51	97	89		46	48	94	83
46	48	94	93	92	42	48	90	51
46	48	94	91		36	28	64	55
46	48	94	93		46	43	89	83
46	48	94	93		20	6	26	45
46	51	97	94		21	6	27	44
55	56	111	95	59	26	23	49	61

(Contd.)

55	52	107	95	26	23	49	63
54	49	103	95	17	11	28	57
54	49	103	95	37	20	57	63
55	52	107	94	25	24	49	63
44	51	95	94	38	30	68	82
44	54	98	91	34	41	75	82
44	51	95	93	32	35	67	80
44	51	95	90	36	36	72	82
45	51	96	90	38	43	87	77
48	49	97	94	38	43	81	77
52	53	105	91	45	40	85	85
52	51	103	92	38	33	71	82
47	51	98	91	37	35	72	83
51	51	102	93	29	25	54	77
49	52	101	92	40	42	82	84
46	50	96	89	22	23	45	52
45	52	97	92	24	10	34	58
44	50	94	90	26	27	53	72
47	51	98	93	31	39	70	80
43	51	94	90	25	47	42	72
53	55	108	94	42	38	80	80
52	54	106	94	41	38	79	79

233

(Contd.)

83

24. -

41

72

53	56	109	93		43	39	82	87
51	56	107	93		44	39	83	81
52	53	105	94		41	38	79	80
75	47	100	91	65	33	50	83	83
51	50	101	92		31	25	56	60
49	49	98	90		40	45	85	80
48	48	96	90		39	44	83	82
50	50	100	92		44	14	58	81
85	48	98	95	108	20	22	42	65
48	51	97	92		33	39	72	80
46	52	98	93		28	24	52	69
48	50	98	94		33	42	75	80
47	51	98	93		42	35	77	82
112	52	106	94	118	41	41	82	80
51	56	107	92		45	40	85	82
52	53	105	93		43	40	83	80
52	53	106	94		44	42	86	83
50	54	104	92		44	42	86	83

$\Sigma X =$	5,972	61,71	11,105	4,553	4,166	9,569
Average=	48.553	50.171	90.285	37.016	33.870	77.797
$\Sigma X^2 =$	293906	311511	988919	175696	158418	594009
Average=	5.664	3.935	10.554	7.631	11.865	34.972

APPENDIX - E

D.B. Open and Closed Schools

OPEN SCHOOLS

S.No.	School No.	Name of the school
1	24	Primary School, Chandola (Atrauli)
2.	28	Primary School, Kadoli (Atrauli)
3.	29	Primary School, Hudoli (Atrauli)
4.	39	Basic Primary School, Jaroli Dham Singh, (Atrauli)
5.	41	Basic Primary School, Kachora (Sikandra Rao)
6.	42	Rati Ka Nagla, Junior High School
7.	43	Primary School, Hasain (Hasain)
8.	46	Primary School, Ukhilana (Dhanipur)
9.	53	J.H.S., Agsoli (Sikandra Rao)
10.	56	Primary Kanya Pathshala, Agsoli (Sikandra Rao)
11.	60	Primary School, Agsoli (Sikandra Rao)
12.	69	J. Basic School, Kuarsi (Lodha Block 10)
13.	71	Primary School, Bhainath (Lodha)
14.	72	Jr. Basic School, Madrak (Madrak)
15.	73	Jr. Basic Primary School, Chandama
16.	75	J.H.S., Tikari.
17.	77	Primary School, Talib Nagar (Jawan)
18.	81	Primary School, Sada (Jawan 8)
19.	82	J. Basic School, Kasimpur Power House, (Jawan)

20.	83	Sh.Vishambar Sahai Arya Kanya Primary School, Kazimabad (Atrauli)
21.	84	J.H.S., Akhaipur
22.	85	Primary School, Rohari (Sasni)
23.	91	J. Basic School, Chaunra
24.	95	Basic Primary School, Visana (Mursan)
25.	97	Junior High School, Mitai
26.	103	Primary School, Amroli (Jawan)
27.	104	Basic Primary School, Baroli (Jawan 6)
28.	110	Primary School, Katema Sadopura (Iglas 9)
29.	111	Primary School, Arniga (Iglas)
30.	112	Primary School, Jaithali (Iglas 7)
31.	114	Primary School, Tehra Moong (Iglas)
32.	116	J.H. School, Iglas (Iglas)
33.	119	Primary School, Jawar (Iglas)
34.	122	Primary School, Sahri Madangarhi (Lodha 7)
35.	124	J.H. School, Roostampur (8)
36.	126	Primary School, Lodha, (Lodha)
37.	128	J.H.S. Sujanpur (Khair)
38.	131	Primary School, Aidalpur (Khair)
39.	137	Primary School, Sujanpur (Khair)
40.	139	Primary School, Utwari (Khair)
41.	140	Primary School, Ainchana (Khair)
42.	145	Primary School, Khaira Satoo (Khair)
43.	146	Primary School, Andala (Khair)
44.	147	Primary School, Bamani (Khair)

- | | | |
|-----|-----|-----------------------------------|
| 45. | 148 | Primary School, Meerpur (Khair 5) |
| 46. | 149 | Primary School, Mau (Khair 7) |

CLOSED SCHOOLS

- | | | |
|-----|----|--|
| 1. | 3 | J.H.S. Gangchauli |
| 2. | 4 | J.H.S. Lakhnoo |
| 3. | 5 | J.H.S. Dukpura (Hathras) |
| 4. | 6 | Primary School, Sokhana (Hathras) |
| 5. | 7 | Primary School, Tipras (Hathras) |
| 6. | 8 | J.H.S., Vonai |
| 7. | 9 | J.H.S., Mitampur |
| 8. | 10 | Basic Primary School, Aihan (Hathras) |
| 9. | 11 | Primary School, Nayavas (Hathras) |
| 10. | 12 | Junior Basic School, Hathras Jn. |
| 11. | 17 | J.H.S. Badraya. |
| 12. | 22 | Primary School, Badauli (Atrauli) |
| 13. | 25 | J.H.S. Hasain |
| 14. | 32 | Rampiyari Kanya J.H.S., Atrauli |
| 15. | 35 | Primary School, Chadauli (Atrauli) |
| 16. | 40 | J.H.S., Arnot |
| 17. | 49 | Junior Basic Primary School, Harduaganj (Dhanipur) |

18.	51	Primary School, Budasi (Dhanipur)
19.	55	J.H.S., Kapasia.
20.	58	Primary School, Mahamai (Sikandra Rao)
21.	59	Junior Basic Primary School, Eilampur (Lodha)
22.	62	J.H.S., Madrak
23.	63	Primary School, Kalwa (Lodha)
24.	65	Primary School, Bhadesi (Lodha)
25.	68	Primary School, Makandpur (Lodha)
26.	78	Prachin Kanya Pathshala, Khair
27.	79	Pradmik Vidyalaya, Rampur (Jawan)
28.	87	J. Basic School, Hanuman Chawki (Sasni)
29.	89	J. Basic School, Nagla Singh (Sasni)
30.	92	Basic Primary School, Kota (Mursan)
31.	93	Primary School, Arjunpur (Mursan)
32.	99	Primary School, Jogla
33.	101	Junior Basic School, Mursan No.1
34.	106	J.H.S., Arnaut
35.	108	Primary School, Haitharghunathpur (Hasain)
36.	113	Primary School, Mankrole (Iglas)
37.	117	J.H.S., Mahua
38.	118	Primary School, Mahua (Iglas)
39.	120	Primary School, Nagla Singh Branch Gopalpur (Iglas)
40.	123	Junior Basic School, Lohosara (Lodha)
41.	122	Basic Primary School, Usrum (Khair)
42.	132	Primary School, Kasiso (Khair)

APPENDIX-F

Correlation among eight sub-tests from the data
collected from the M.B. Schools

Here eight sub-tests have been denoted by the Roman
symbols I, II, III, IV, V, VI, VII, VIII. From the data
following calculations were done:

$$\sum I \times II = 109540$$

$$\sum I \times III = 118092$$

$$\sum I \times IV = 112014$$

$$\sum I \times V = 111282$$

$$\sum I \times VI = 129369$$

$$\sum I \times VII = 126703$$

$$\sum I \times VIII = 125340$$

$$\sum II \times III = 146803$$

$$\sum II \times IV = 137553$$

$$\sum II \times V = 137626$$

$$\sum II \times VI = 164147$$

$$\sum II \times VII = 159297$$

$$\sum II \times VIII = 156653$$

$$\sum III \times IV = 149893$$

$$\sum III \times V = 149626$$

$$\sum III \times VI = 180621$$

$$\sum III \times VII = 175210$$

$$\sum III \times VIII = 171545$$

$$\sum IV \times V = 140201$$

$$\sum IV \times VI = 167751$$

$$\sum IV \times VII = 163235$$

$$\sum IV \times VIII = 160520$$

$$\sum V \times VI = 168382$$

$$\sum V \times VII = 163448$$

$$\sum V \times VIII = 159889$$

$$\sum VI \times VII = 200186$$

$$\sum VI \times VIII = 196306$$

$$\sum VII \times VIII = 191401$$

$$\sum I^2 = 93056$$

$$\sum II^2 = 140795$$

$$\sum III^2 = 163363$$

$$\sum IV^2 = 145345$$

$$\sum V^2 = 141748$$

$$\sum VI^2 = 208161$$

$$\sum VII^2 = 196898$$

$$\sum VIII^2 = 190552$$

Σ I	= 4590	Σ V	= 5833
Σ II	= 5792	Σ VI	= 6957
Σ III	= 6214	Σ VII	= 6761
Σ IV	= 5811	Σ VIII	= 6623

$$N = 41$$

Applying formula:

$$r_{xy} = \frac{N \Sigma xy - \Sigma x \Sigma y}{\sqrt{[N \Sigma x^2 - (\Sigma x)^2] [N \Sigma y^2 - (\Sigma y)^2]}}$$

We get the following correlations:

$$r_{I \ II} = \frac{252020}{\sqrt{(1730620)(947511)}} = 0.196$$

$$r_{I \ III} = \frac{410280}{\sqrt{(1730620)(1410139)}} = 0.26$$

$$r_{I \ IV} = \frac{770940}{\sqrt{(1730620)(1841804)}} = 0.431$$

$$r_{I \ V} = \frac{490620}{\sqrt{(1730620)(7043711)}} = 0.444$$

$$r_{I \ VI} = \frac{237225}{\sqrt{(1730620)(2599596)}} = -0.111$$

$$r_{I \text{ VII}} = \frac{9980}{\sqrt{(1730620)(2538869)}} = .0005$$

$$r_{I \text{ VIII}} = \frac{308730}{\sqrt{(1730620)(2821111)}} = 0.139$$

$$r_{II \text{ III}} = -\frac{247530}{\sqrt{(947511)(1410139)}} = -0.214$$

$$r_{II \text{ IV}} = \frac{43173}{\sqrt{(947511)(1841804)}} = 0.0032$$

$$r_{II \text{ V}} = -\frac{66366}{\sqrt{(947511)(704371)}} = -0.008$$

$$r_{II \text{ VI}} = -\frac{789291}{\sqrt{(947511)(2599596)}} = -0.005$$

$$r_{II \text{ VII}} = -\frac{131947}{\sqrt{(947511)(2528889)}} = -0.27$$

$$r_{II \text{ VIII}} = \frac{19569}{\sqrt{(947511)(2821111)}} = -0.001$$

$$r_{III \text{ IV}} = \frac{614231}{\sqrt{(1410139)(1841804)}} = 0.038$$

$$r_{III\ IV} = \frac{412108}{\sqrt{(1410139)(704371)}} = 0.413$$

$$r_{III\ VI} = \frac{1021347}{\sqrt{(1410139)(2599596)}} = 0.53$$

$$r_{III\ VII} = \frac{913596}{\sqrt{(1410139)(2528889)}} = 0.48$$

$$r_{III\ VIII} = \frac{873203}{\sqrt{(1410139)(2821111)}} = 0.437$$

$$r_{IV\ V} = \frac{453682}{\sqrt{(1841304)(2599596)}} = 0.398$$

$$r_{IV\ VI} = \frac{671868}{\sqrt{(1841804)(2599596)}} = 0.307$$

$$r_{IV\ VII} = \frac{704404}{\sqrt{(1841804)(2528889)}} = 0.326$$

$$r_{IV\ VIII} = \frac{841147}{\sqrt{(1841804)(2821111)}} = 0.369$$

$$r_{V\ VI} = \frac{678409}{\sqrt{(704371)(2599596)}} = 0.497$$

$$r_{V \text{ VII}} = \frac{555662}{\sqrt{(704371)(2528889)}} = 0.041$$

$$r_{V \text{ VIII}} = \frac{540846}{\sqrt{(704371)(2821111)}} = 0.383$$

$$r_{VI \text{ VII}} = \frac{2609293}{\sqrt{(2599596)(2528889)}} = 0.783$$

$$r_{VI \text{ VIII}} = \frac{2018759}{\sqrt{(2579596)(2821111)}} = 0.745$$

$$r_{VII \text{ VIII}} = \frac{2115142}{\sqrt{(2528889)(2821111)}} = 0.791$$